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ABSTRACT

This report presents a statistical description of the 1969-70 Cuyahoga Community College (CCC), Ohio, student body in terms of enrollment data, academic potential, goals and aspirations, student personnel needs, non-academic information, and demographic data. Selected elements of the description reveal that, of 15,423 students registered for the fall 1969 session (10,103 on the Metropolitan campus, and 5,160 on the Western campus), four out of five were freshmen. Part-time students outnumbered full-time students by almost two to one. Goals of CCC students suggested that about two-thirds had degree objectives beyond the 2-year-college level, and that 20 per cent chose business and finance as their proposed major. Most saw academic (80 per cent) and vocational (93 per cent) goals as important or essential in college. More than 75 per cent of all CCC students expected to reside at home, and 66 per cent intended to work part-time. Most Metropolitan campus students lived in the metropolitan Cleveland area, while Western campus students resided predominantly in the surrounding suburbs. Thirty-four per cent of CCC students' fathers had earned less than a high school diploma, seven per cent a college degree, and four per cent a graduate degree. The largest number of CCC students on both campuses fell in the 18- to 20-year age range, though 17 per cent were 31 or older. (JO)

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THE STUDENTS

A STUDY OF STUDENT CHARACTERISTICS

FALL-1969

Donald E. Greive & Timothy D. Purser

Office of Institutional Research and Studies

Office of Executive Vice President

Cuyahoga Community College

Cleveland, Ohio

July 7 1970

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Donald E. Greive

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INTRODUCTION

This report, the seventh of its kind, was compiled to present a factual description of the 1969-70 student body of Cuyahoga Community College. Statistical data were obtained from the American College Testing Program, the Cuyahoga Community College Computer Center, and the Cuyahoga Community College Office of Institutional Research and Studies.

The study begins with a summary of the findings, while each successive chapter explores, in depth, a specific area of student characteristics. Basic enrollment data are presented in Chapter II. Chapter III examines the academic potential of Cuyahoga Community College students from data provided by the American College Testing Program and compares that potential to the academic potential of other two-year college students and college students nationally. Chapter IV discusses what motivates the typical Cuyahoga Community College student in terms of his goals and aspirations. Information presented in Chapter V deals with such student personnel needs as housing expectations, part-time work expectations and extracurricular plans. Nonacademic information —— assembled to offer an insight into the more personal motives and interests of Cuyahoga Community College students —— is presented in Chapter VI. The concluding chapter presents such demographic information as type of home community, size of family income, age of students, and kind of high school attended by students.

Hopefully, this document will not only answer but also provoke some pertinent questions. The Office of Institutional Research and Studies welcomes any questions or suggestions from members of the academic community.

I - SUMMARY OF FINDINGS OF THE STUDY

The major findings of the 1969 Student Characteristics Study are summarized in this section. Additional data and in-depth analysis are provided in the appropriate chapters of this study.

Enrollment Data

Total enrollment for the fall of 1969 was 15,263. Enrollment on the Metropolitan Campus was 10,103 while the number of students at the Western Campus totaled 5,160. There were 9,283 males compared to 5,980 females from both campuses. The freshman-sophomore ratio was almost 4:1 with total freshmen numbering 12,095 and the sophomore count at 3,168. Almost twice as many students are enrolled part-time (9,407) compared to full-time students (5,856). It is interesting to note that total enrollment for the fall of 1969 increased by three percent over the fall of 1968. Metropolitan headcount increased two percent while Western headcount increased four percent over this same time period last year.

Academic Potential

Academic potential of Cuyahoga Community College students was measured by ACT scores from a sample of 1,592 Metropolitan freshmen and 1,190 Western freshmen. Test results indicated that the mean score of Metropolitan students is approximately 20 percent below the mean score of college students nationally in each of the ACT tests. The mean score of Metropolitan students is also somewhat lower than the mean ACT test score of other two-year college students (approximately 10 percent). Students from the Metropolitan Campus are most like other two-year college students with respect

to their scores on the Social Studies and Natural Science tests.

For all test results Western Campus students are very similar to other two-year college students; however, the results also indicate that the mean score for Western students is approximately 10 percent below the average of college students nationally on all the ACT tests.

Goals and Aspirations

The degree aspirations of Cuyahoga Community College students are very much like the degree aspirations of other college students in the United States. Almost two-thirds of the Cuyahoga Community College students have aspirations for a degree higher than that of the junior college level.

The largest percentage of students (approximately 20 percent) cited business and finance as their proposed educational major. As for vocational choice, a large percentage of students anticipate entering the field of practitioning, performing, or producing. Not surprisingly, large percentages of Cuyahoga Community College students and college students nationally are undecided about their vocational role.

It appears that academic goals and vocational goals are very important to Cuyahoga Community College students. More than 80 percent of the students felt academic goals in college are important or essential. And 93 percent of Cuyahoga Community College students, compared to 94 percent of college students nationally, replied that vocational goals are important or absolutely essential. Only a small percentage of students felt that social goals or nonconventional goals in college are essential.

Student Personnel Needs

More than three-fourths of all Cuyahoga Community College students expect to reside at home while attending Cuyahoga Community College. This is in expected contrast to college students nationally in which only 37 percent expect to live at home while attending college.

A larger percentage of Cuyahoga Community College students (50 percent from the Metropolitan Campus and 70 percent from the Western Campus) than college students nationally (42 percent) expect to bring a car to campus. Indeed, this reflects the fact that Cuyahoga Community College is a commuter institution.

A greater percentage of Cuyahoga Community College students (than other college students nationally) replied that they expect to work part-time during college. The extracurricular plans of Cuyahoga Community College students are very similar to those of other college students in the United States.

The financial needs of Cuyahoga Community College students in meeting college expenses do not appear to be as strained as other college students nationally. A larger percentage of college students nationally, compared to Cuyahoga Community College students, expect to apply for a scholarship or loan all through college. The majority of Cuyahoga Community College students do not expect to apply for a scholarship or loan for college purposes. Almost 80 percent of the Cuyahoga Community College students responding to this study stated that they have adequate financial resources for the entire school year.

There are several reasons for this type of response. The majority of Cuyahoga Community College students work part-time to help out with

their college expenses. Cuyahoga Community College has low instructional fees and most of the students live at home since dormitories are not provided. Another reason might be the manner in which the question was stated. Students were asked, "Do you expect to apply for a scholarship to help meet college expenses?" and, "Do you expect to apply for a loan to help meet college expenses?" Many students could probably use financial aid but these same students may not desire a "loan." A loan to them may sound rather demeaning. While at the same time many students who could use financial aid may not have specified that they expected a scholarship because they felt one must practically be a "4.0 scholar."

Nonacademic Information

When asked whether they had realized success in high school, the largest percentage of students responded that they had achieved success in the area of leadership.

The greatest percentage of students from Cuyahoga Community College who listed "factors which determined their college choice" indicated that they chose Cuyahoga Community College because of its good faculty or its special curriculum.

Demographic Information

The types of home community where Cuyahoga Community College students predominantly reside are suburbs for Western Campus students and the metropolitan area for Metropolitan Campus students. Very few Cuyahoga Community College students come from a farm or open country area.

Thirty-four percent of the fathers of Cuyahoga Community College students were reported to have earned less than a high school degree. Seven percent of the fathers were reported to have a college degree while four percent hold a graduate degree.

About one-fourth of the students on both campuses reported that there are three or more younger children living at their home. Forty-seven percent of the parents of Metropolitan Campus students and 40 percent of the parents of Cuyahoga Community College Western students earn less than $10,000 per year.

The largest number of Cuyahoga Community College students on both campuses fall in the age range of 18 to 20 years old. Approximately 80 percent of Cuyahoga Community College students had attended a public high school with their major curriculum having been college preparatory or general.

II - ENROLLMENT DATA

This chapter analyzes student enrollment at Cuyahoga Community College for the fall of 1969. The purpose of this chapter is to show standard enrollment statistics and categories of enrollment that might be of special interest to the academic community. Enrollment statistics are shown by campus, by male and female, by freshman and sophomore, by full-time and part-time students, by day and evening students, and finally by high schools that Cuyahoga Community College students had attended.

Total Enrollment Figures

Tables 1, 2, and 3 show the student enrollment for the District, Metropolitan and Western Campuses respectively. The following categories were used for expressing total enrollment: full-time and part-time, day and evening, full-time equivalent headcount, male and female, and freshman and sophomore.

Table 1 indicates enrollment for the entire District. "FTE" denotes full-time equivalent students. This figure was determined by first computing the total number of student credit hours for which students are enrolled at the college and then dividing by 15. Headcount enrollments were computed by counting all full and part-time students registered for at least one regularly scheduled course. These statistics were based on the Fourteenth Day Report, or the enrollment figures for the fourteenth calendar day after the beginning of classes. This date was determined by the Ohio Board of Regents for fiscal accounting purposes and subsequently has been used as the official enrollment date. It can be observed that in

the fall of 1969 Cuyahoga Community College had a total student enrollment of 15,263, of which 10,103 were from the Metropolitan Campus, and 5,160 were from the Western Campus. The male-female ratio was approximately three to two with 9,283 males and 5,980 females. There were almost four times as many freshmen on the campus as sophomores with a total freshman enrollment of 12,081 and a sophomore enrollment of 3,182. This ratio can be explained by observing the part-time and full-time enrollment. A full-time student is defined as a student who is enrolled for 12 or more credit hours. There were 9,407 part-time students compared to 5,856 full-time students (see Table 1). Since class rank at Cuyahoga Community College is determined by the completion of credit hours, most part-time students have not accumulated a sufficient number of credit hours to be classified as sophomores even though they may have attended college for more than the three quarters which normally constitute an academic year.

TABLE 1

TOTAL ENROLLMENT

DISTRICT
FALL-1969

Enrollment Status	Full-Time Students (FT) Day	Eve	Total	Part-Time Students (PT) Day	Eve	Total	Sum of FT & PT Day	Eve	Total
FTE[1]	5249	289	5538	1110	2118	3228	6359	2407	8766
Headcount[1]	5524	332	5856	2337	7070	9407	7861	7402	15263
Male			4207			5076			9283
Freshman[2]			3106			4019			7125
Sophomore[2]			1101			1057			2158
Female			1649			4331			5980
Freshman[2]			1246			3724			4970
Sophomore[2]			403			607			1010
Total			5856			9407			15263
Freshman[2]			4352			7743			12095
Sophomore[2]			1504			1664			3168

[1]Official 14th Day Report (10-13-69).

[2]Statistics based on percentages taken from IRI*01. Enrollment Statistics Fall-1969.

TABLE 2

TOTAL ENROLLMENT

METROPOLITAN CAMPUS
FALL-1969

Enrollment Status	Full-Time Students (FT) Day	Eve	Total	Part-Time Students (PT) Day	Eve	Total	Sum of FT & PT Day	Eve	Total
FTE[1]	3415	222	3637	867	1370	2237	4282	1592	5874
Headcount[1]	3617	255	3872	1834	4397	6231	5451	4652	10103
Male			2707			3234			5941
Freshman [2]			1963			2523			4486
Sophomore[2]			744			711			1455
Female			1165			2997			4162
Freshman[2]			894			2526			3420
Sophomore[2]			271			471			742
Total			3872			6231			10103
Freshman[2]			2857			5049			7906
Sophomore[2]			1015			1182			2197

[1]Official 14th Day Report (10-13-69).

[2]Statistics based on percentages taken from IRI*02. Enrollment Statistics Fall-1969.

TABLE 3

TOTAL ENROLLMENT

WESTERN CAMPUS
FALL-1969

Enrollment Status	Full-Time Students (FT) Day	Eve	Total	Part-Time Students (PT) Day	Eve	Total	Sum of FT & PT Day	Eve	Total
FTE[1]	1834	67	1901	243	748	991	2077	815	2892
Headcount[1]	1907	77	1984	503	2673	3176	2410	2750	5160
Male			1500			1842			3342
Freshman[2]			1143			1496			2639
Sophomore[2]			357			346			703
Female			484			1334			1818
Freshman[2]			352			1198			1550
Sophomore[2]			132			136			268
Total			1984			3176			5160
Freshman[2]			1495			2694			4189
Sophomore[2]			489			482			971

[1]Official 14th Day Report (10-13-69).

[2]Statistics based upon percentages taken from IRI*03. Enrollment Statistics Fall-1969.

Residence of Students

Table 4 shows the total headcount enrollment by residence of all Cuyahoga Community College students for the fall of 1969. Note that 95 percent of all Cuyahoga Community College students reside within Cuyahoga County, leaving only five percent outside the county. Of this five percent, only one percent of the student body resides outside the State of Ohio.

TABLE 4

HEADCOUNT ENROLLMENT BY RESIDENCE DISTRICT

Residence	Full-Time (FT)		Part-Time (PT)		Total (FT & PT)	
	Number	Percent	Number	Percent	Number	Percent
Cuyahoga County	5573	95%	8972	95%	14545	95%
Out of County	252	4%	395	4%	647	4%
Out of State	24	1%	34	1%	58	1%
Out of Country	7	-	6	-	13	-
Total	5856	100%	9407	100%	15263	100%

Enrollment by High School

Table 5 shows the headcount enrollment by high school of all Cuyahoga Community College students, from both campuses and the District. The high schools listed are those which yielded the larger number of Cuyahoga Community College students. The major feeder high schools for the Metropolitan Campus were John Hay, Glenville, Cleveland Heights, John Adams, and East Tech. By far, the major feeder high schools for the Western Campus were Parma and Valley Forge.

TABLE 5

HEADCOUNT ENROLLMENT BY HIGH SCHOOL
(FALL 1969)

High School	Metropolitan	Western	District
Bay	26	11	37
Beachwood	40	2	42
Beaumont	17	4	21
Bedford	75	70	145
Benedictine	109	46	155
Berea	30	148	178
Brecksville	27	79	106
Brooklyn	28	80	108
Brunswick	1	32	33
Brush	233	20	253
Buckeye	1	2	3
Byzantine	21	48	69
Cathedral Latin	143	42	185
Central	101	10	111
Chagrin Falls	17	3	20
Chanel	51	20	71
Cleveland Ext. John Hay	110	4	114
Cleveland Ext. West Tech	13	9	22
Cleveland Heights	423	11	434
Cloverleaf	-	1	1
Collinwood	218	7	225
Cuyahoga Heights	25	21	46
East	261	20	281
East Tech	409	14	423
Edison	18	1	19
Ernest E. Root	8	140	148
Euclid	263	7	270
Fairview	48	48	96
Garfield Heights	135	66	201
Gilmour	5	1	6
Glenville	432	10	442
Griswold Institute	68	11	79
Hathaway Brown	2	-	2
Hawkin	4	-	4
Highland	-	9	9
Hoban Dominican	37	8	45
Holy Name	70	35	105

TABLE 5 (Continued)

HEADCOUNT ENROLLMENT BY HIGH SCHOOL
(FALL 1969)

High School	Metropolitan	Western	District
Independence	23	43	66
Jane Addams	77	12	89
John Adams	423	54	477
John F. Kennedy	253	1	254
John Hay	448	28	476
John Marshall	178	170	348
Lakewood	171	68	239
Laurel	4	-	4
Lincoln	96	74	170
Lourdes Academy	28	25	53
Luthern East	21	3	24
Lutheran West	17	23	40
Magnificat	10	22	32
Maple Heights	106	94	200
Marycrest	1	3	4
Marymount	37	16	53
Max Hayes	55	13	68
Mayfield	144	4	148
Medina	-	11	11
Midpark	24	159	183
Nazareth	28	88	116
North Olmsted	43	58	101
Notre Dame Academy	28	6	34
Olmsted Falls	12	44	56
Orange	37	3	40
Our Lady of Lourdes	36	12	48
Padua	13	71	84
Parma	109	574	683
Regina	44	1	45
Rhodes	82	173	255
Richmond Heights	21	-	21
Rocky River	36	25	61
St. Augustine	34	23	57
St. Edward	145	109	254
St. Francis	5	-	5
St. Ignatius	34	29	63
St. John Cantius	46	23	69
St. Joseph	200	9	209

TABLE 5 (Continued)

HEADCOUNT ENROLLMENT BY HIGH SCHOOL
(FALL 1969)

High School	Metropolitan	Western	District
St. Joseph Academy	37	31	68
St. Michael	47	34	81
St. Peter	71	4	75
St. Procop	3	1	4
St. Stanislaus	73	18	91
St. Stephen	32	13	45
Shaker Heights	128	9	137
St. Therese Academy	1	1	2
Shaw	201	9	210
Solon	17	13	30
South	186	38	224
Strongsville	11	99	110
University	4	1	5
Ursuline Academy	26	4	30
Valley Forge	34	474	508
Villa Angela	17	2	19
Wadsworth	-	1	1
Warrensville	69	23	92
West High	103	50	153
West Tech	274	234	508
Westlake	34	13	47
Yaune	1	-	1
Other	2,196	977	3,173
Total	10,103	5,160	15,263

III - ACADEMIC POTENTIAL

The American College Testing Program Class Profile Report scores of 1,592 freshmen entering the Metropolitan Campus and 1,190 freshmen entering the Western Campus for the fall of 1969 were utilized in determining the academic potential of Cuyahoga Community College students. This sample includes all students who requested, at the time of testing, that the American College Testing Program forward their reports to Cuyahoga Community College.

Hopefully, this chapter will offer some insight into the academic potential of Cuyahoga Community College students. ACT scores of Cuyahoga Community College students are compared with the distribution for college students nationally and with a national average for two-year college students.[1] The ACT scores are recorded by Composite, Mathematics, English, Social Studies and Natural Science scores. Cuyahoga Community College students are also compared to college students nationally by grade-point averages achieved in high school.

When comparing the average junior college student to the average four-year college or university student, one should bear in mind that many two-year college students, who originally had not planned to attend college, did not take college preparatory courses in high school. Thus, it is natural to assume that junior college students will score slightly lower than

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[1]National averages for two-year college students were obtained from The Students, 1968, a manuscript prepared by the Office of Institutional Research and Studies (Cleveland: Cuyahoga Community College, 1969). Averages for college students nationally were obtained from a sample of 22,363 students, Donald P. Hoyt and Leo A. Munday, Your College Freshman, (Iowa City, Iowa: ACT Research and Development Division, 1968-69), pp. 169-170.

four-year college students in tests such as those given by the American College Testing Program.

The ACT standard scores range from one to 36. In the data analyzed in this chapter, percentages of students in various test score intervals are shown. The intervals used for the standard score presentation are: 1-15, 16-20, 21-25, and 26-36. This classification is based on the hypothesis that students scoring between 1-15 will probably need remedial or refresher work if a regular college program is to be taken; that scores between 16-20 imply that students should be able to succeed with college work providing they persevere and put forth appropriate efforts; that the range from 21-25 represents the normal range of college student's academic ability; and that students scoring between 26-36 have potential to become outstanding scholars.[2]

This chapter is divided into two sections, one concerning Metropolitan Campus students and the other focusing on the academic potential of Western Campus students.

Metropolitan Campus

This section of the chapter explores the academic potential of Metropolitan Campus students. The following section examines the results of ACT tests (Composite, English, Mathematics, Social Studies, and Natural Science) taken by Metropolitan Campus students.

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[2] Students, 1968, a manuscript prepared by the Office of Institutional Research and Studies (Cleveland: Cuyahoga Community College, 1969).

ACT Composite Test Score Distribution - Metropolitan Campus

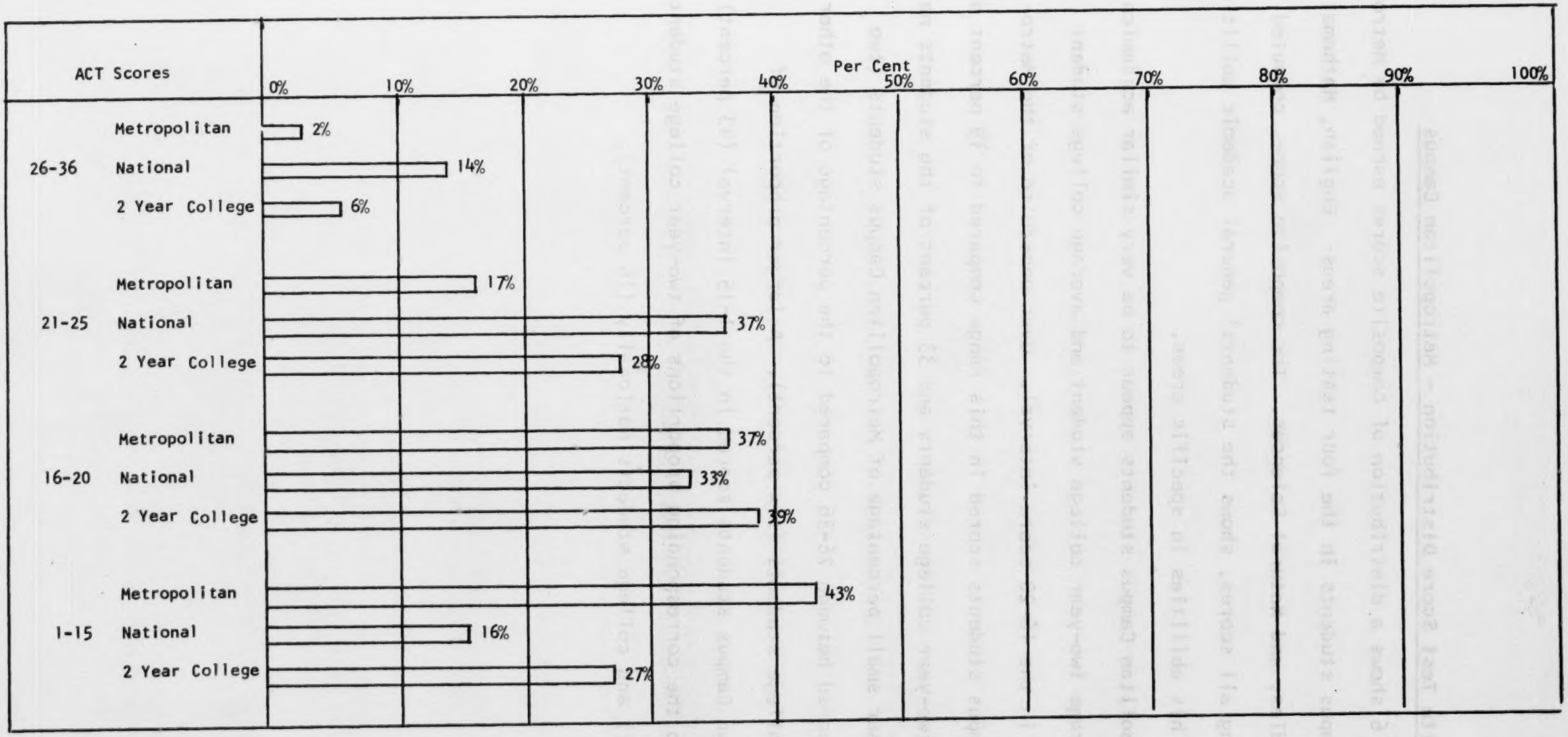
Table 6 shows a distribution of composite scores earned by Metropolitan Campus students in the four testing areas: English, Mathematics, Social Studies, and Natural Sciences. The composite score, computed by averaging all scores, shows the students' general academic abilities instead of his abilities in specific areas.

Metropolitan Campus students appear to be very similar academically to the average two-year college student and average college student nationally in the 16-20 score interval. Over one-third of the Metropolitan Campus students scored in this range compared to 39 percent of the other two-year college students and 33 percent of the students nationally. A rather small percentage of Metropolitan Campus students (two percent) scored between 26-36 compared to the percentage of the other two-year college students (six percent). A larger proportion of Metropolitan Campus students scored in the 1-15 interval (43 percent) compared to the corresponding proportions of two-year college students (27 percent) and college students nationally (16 percent).

TABLE 6

DISTRIBUTION OF ACT COMPOSITE SCORES

METROPOLITAN CAMPUS



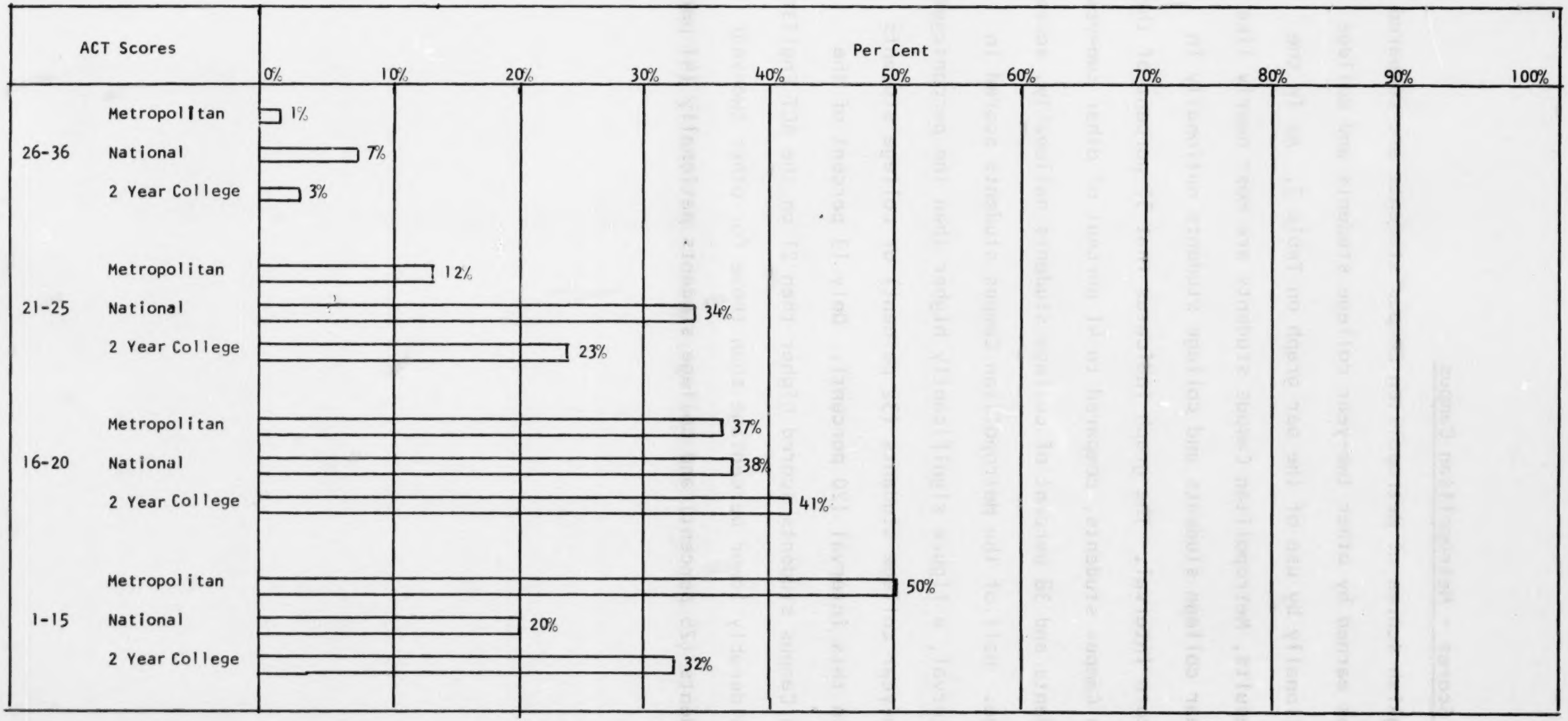
ACT English Scores - Metropolitan Campus

The English scores of Metropolitan Campus students are compared to the scores earned by other two-year college students and college students nationally by use of the bar graph on Table 7. As in the composite results, Metropolitan Campus students are most nearly like other two-year college students and college students nationally in the 16-20 score interval. The graph indicates that 37 percent of the Metropolitan Campus students, compared to 41 percent of other two-year college students and 38 percent of college students nationally, scored in this range. Half of the Metropolitan Campus students scored in the 1-15 interval, a figure significantly higher than the percentages of other two-year college students (32 percent) or college students nationally in this interval (20 percent). Only 13 percent of the Metropolitan Campus students scored higher than 21 on the ACT English test, a considerably lower percentage than those for other two-year college students (26 percent) and college students nationally (41 percent).

TABLE 7

DISTRIBUTION OF ACT ENGLISH SCORES

METROPOLITAN CAMPUS



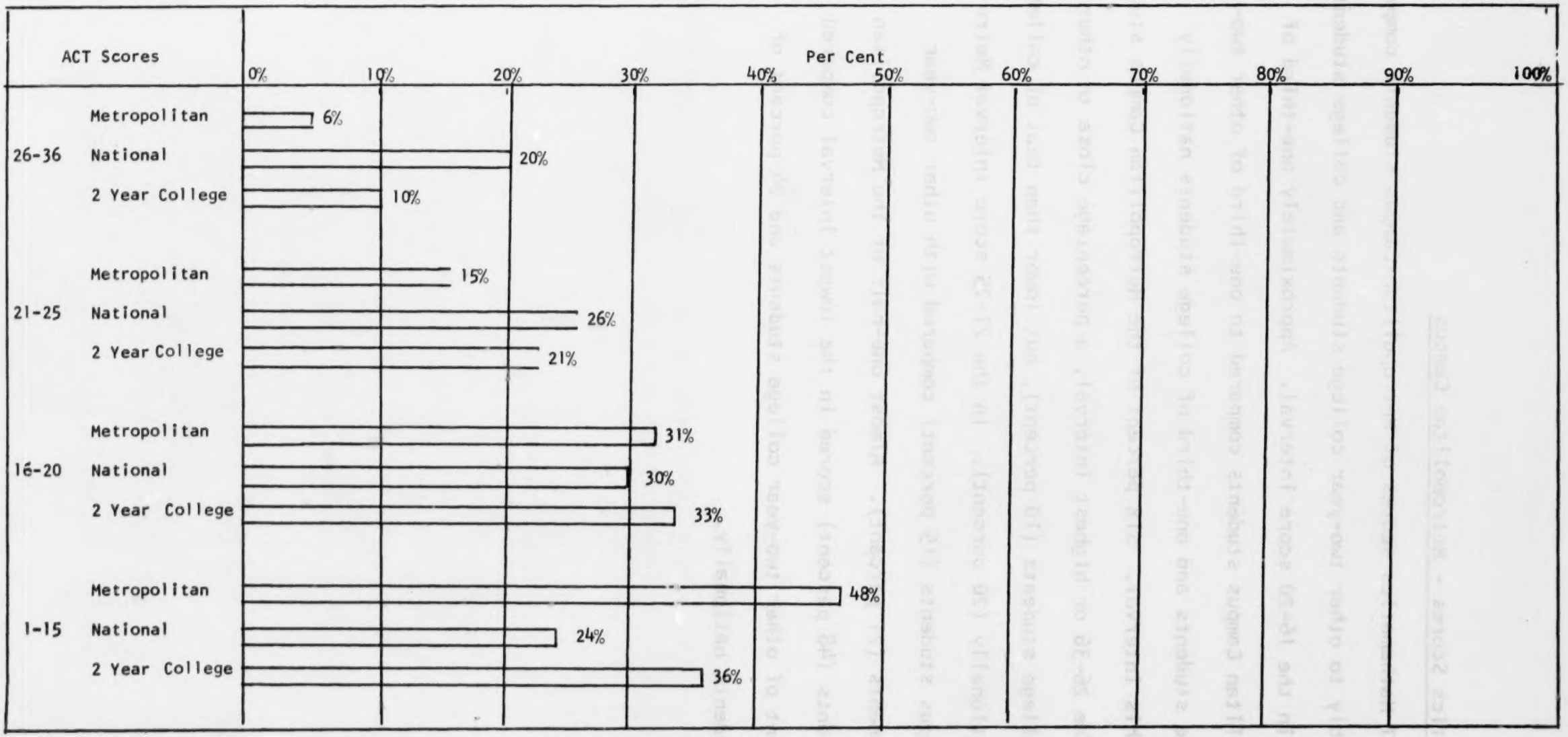
ACT Mathematics Scores - Metropolitan Campus

The ACT Mathematics scores of Metropolitan Campus students compare very favorably to other two-year college students and college students nationally in the 16-20 score interval. Approximately one-third of the Metropolitan Campus students compared to one-third of other two-year college students and one-third of college students nationally scored in this interval. Six percent of the Metropolitan Campus students scored in the 26-36 or highest interval, a percentage close to other two-year college students (10 percent), but lower than that of college students nationally (20 percent). In the 21-25 score interval Metropolitan Campus students (15 percent) compared with other two-year college students (21 percent). Almost one-half of the Metropolitan Campus students (48 percent) scored in the lowest interval compared to 36 percent of other two-year college students and 24 percent of college students nationally.

TABLE 8

DISTRIBUTION OF ACT MATHEMATICS SCORES

METROPOLITAN CAMPUS



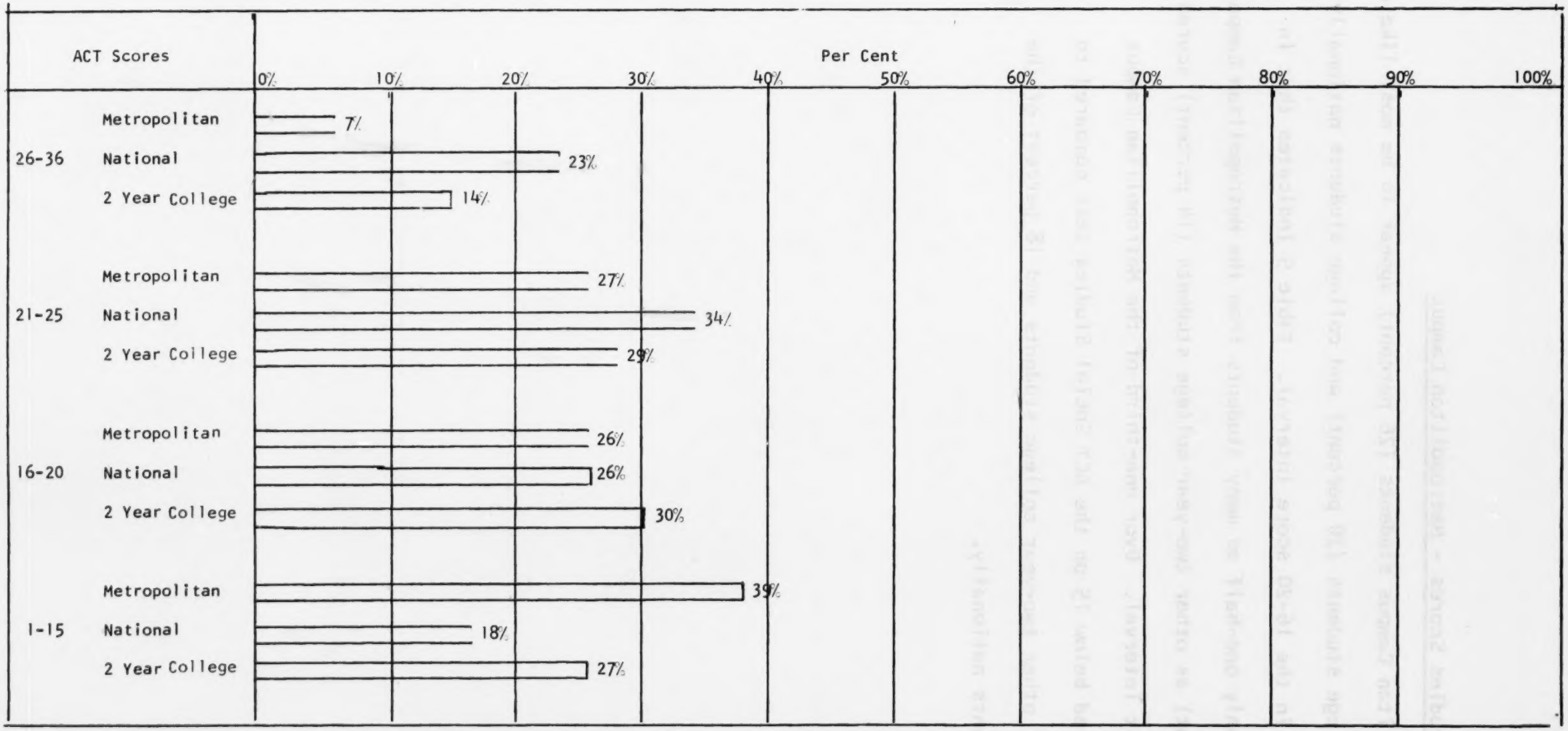
ACT Social Studies Scores - Metropolitan Campus

Metropolitan Campus students (26 percent) appear to be most like other two-year college students (30 percent) and college students nationally (26 percent) in the 16-20 score interval. Table 9 indicates that in percentages only one-half as many students from the Metropolitan Campus (seven percent) as other two-year college students (14 percent) scored in the highest interval. Over one-third of the Metropolitan Campus students scored below 15 on the ACT Social Studies test compared to 27 percent of other two-year college students and 18 percent of the college students nationally.

TABLE 9

DISTRIBUTION OF ACT SOCIAL STUDIES SCORES

METROPOLITAN CAMPUS



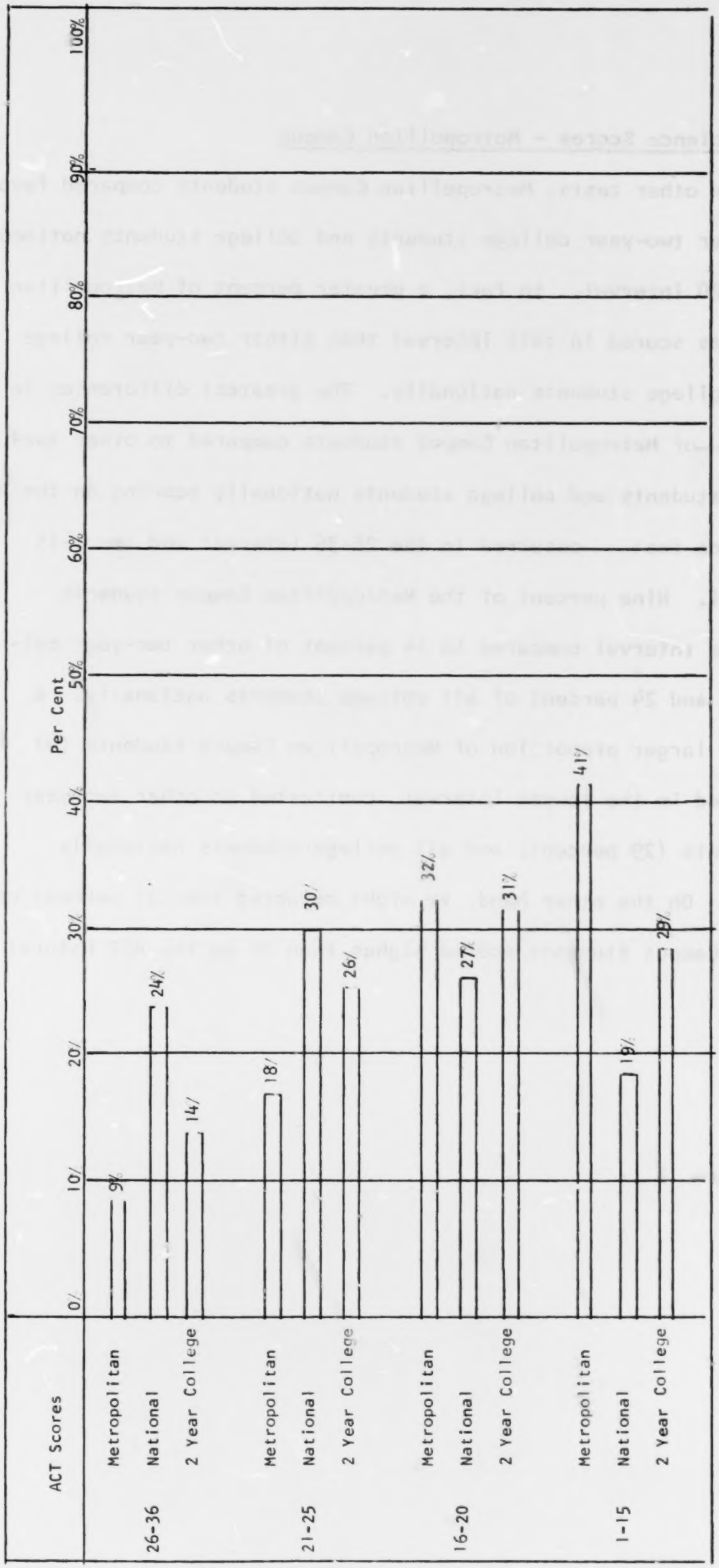
ACT Natural Science Scores - Metropolitan Campus

As in the other tests, Metropolitan Campus students compared favorably with other two-year college students and college students nationally in the 16-20 interval. In fact, a greater percent of Metropolitan Campus students scored in this interval than either two-year college students or college students nationally. The greatest differences in percentages——of Metropolitan Campus students compared to other two-year college students and college students nationally scoring on the ACT Natural Science test——occurred in the 26-36 interval and the 1-15 score interval. Nine percent of the Metropolitan Campus students scored in this interval compared to 14 percent of other two-year college students and 24 percent of all college students nationally. A significantly larger proportion of Metropolitan Campus students (41 percent) scored in the lowest interval, contrasted to other two-year college students (29 percent) and all college students nationally (19 percent). On the other hand, it might be noted that 27 percent of Metropolitan Campus students scored higher than 21 on the ACT Natural Science test.

TABLE 10

DISTRIBUTION OF ACT NATURAL SCIENCE SCORES

METROPOLITAN CAMPUS



ACT Mean Scores - Metropolitan Campus

Table 11 summarizes the mean scores and the composite scores for the four ACT subject areas and compares the Metropolitan Campus students' mean scores with the scores of two-year college norms and national college student norms. In all tests Metropolitan Campus students scored approximately two points less than other two-year college students and between three and four points less than college students nationally.

TABLE 11

ACT MEAN SCORES

	Composite	English	Math	Social Studies	Natural Science
Metropolitan Campus	16.2	14.7	15.5	16.9	17.0
National	20.3	19.2	19.8	20.9	20.8
Two-Year College	18.3	17.3	17.6	18.9	19.0

High School Grade-Point Average - Metropolitan Campus

The American College Testing Program estimates students' academic potential on the basis of four ACT composite test scores and the average of four recent high school grades reported by the students at the time of the ACT examination.[3] Table 12 compares the high school grade-point average of 1,592 incoming Metropolitan Campus freshmen to the grade-point average of a sample of 22,246 national college students. High school

[3] Rationale and justification for using high school averages as a measure of academic potential is described in the ACT Technical Report, (Iowa City, Iowa: ACT Research and Development Division, 1968-69).

grade-point averages were classified by four areas corresponding to the ACT test: English, Mathematics, Social Studies, and Natural Science. A mean grade-point was then computed from averages available for all these areas. A four-point system was used as the grading scale (A = 4; B = 3; C = 2; D = 1; and F = 0).

TABLE 12

HIGH SCHOOL GRADE-POINT AVERAGES

METROPOLITAN CAMPUS

Course Area	Metropolitan Freshman	National Average
English	2.24	2.68
Mathematics	1.94	2.35
Social Studies	2.36	2.77
Natural Science	2.14	2.51
All Areas	2.17	2.58

Western Campus

This section of the chapter explores the academic potential of Western Campus students. The following section examines the results of ACT tests (Composite, English, Mathematics, Social Studies, and Natural Science) taken by Western Campus students.

ACT Composite Test Score Distribution - Western Campus

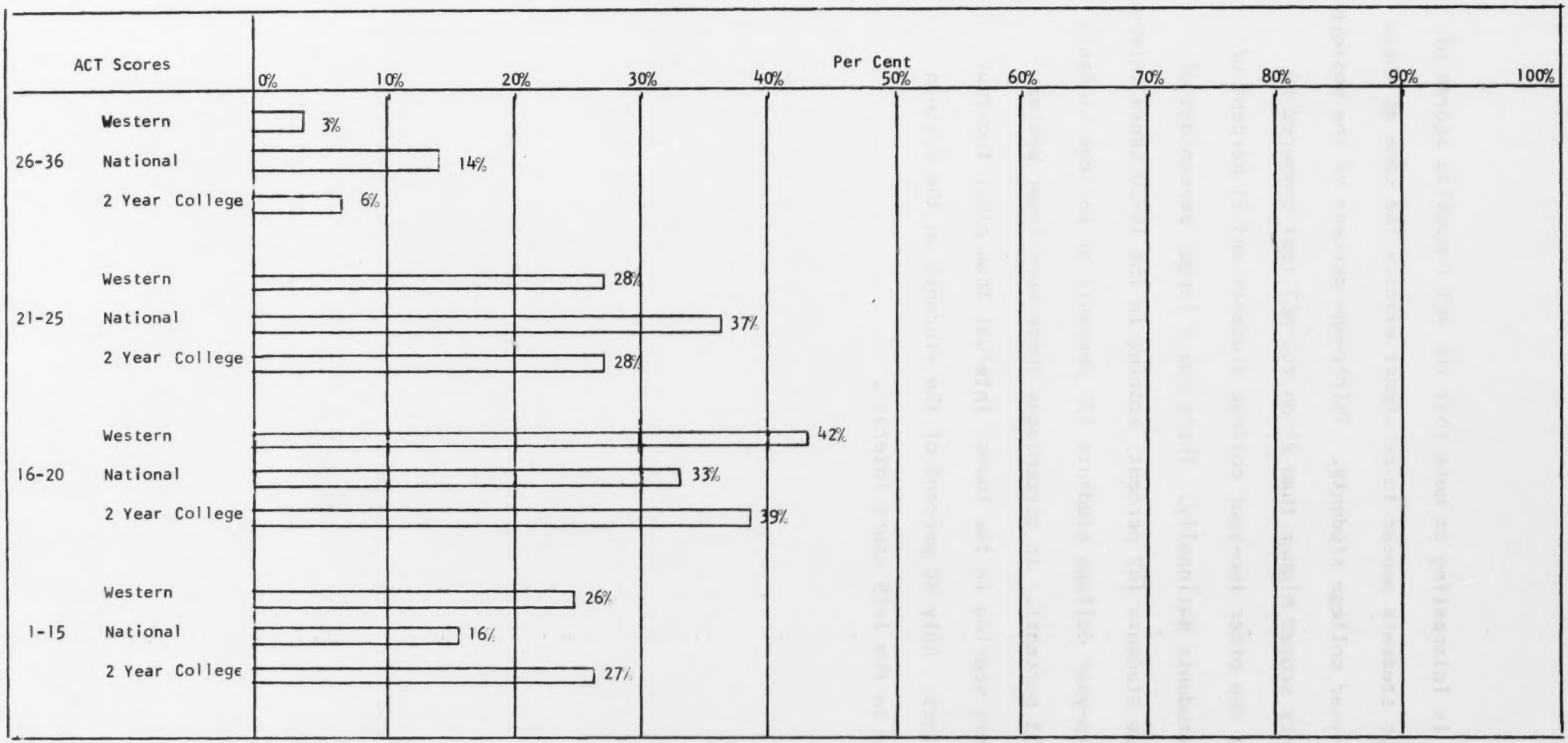
Table 13 shows the distribution of composite scores, representing the students' general academic ability, of Western Campus students in the four testing areas: English, Mathematics, Social Studies, and Natural

Science. It is interesting to note that the ACT Composite scores of Western Campus students appear to be almost exactly the same as those of other two-year college students. Thirty-one percent of the Western Campus students scored higher than 21 on the ACT test compared to 34 percent of the other two-year college students and 51 percent of the college students nationally. There was a larger percentage of Western Campus students (42 percent) scoring in the 16-20 score intervals than other two-year college students (39 percent) or college students nationally (33 percent). In percentages there were fewer Western Campus students scoring in the lowest interval than other two-year college students. Only 20 percent of the students on the Western Campus scored in the 1-15 score interval.

TABLE 13

DISTRIBUTION OF ACT COMPOSITE SCORES

WESTERN CAMPUS



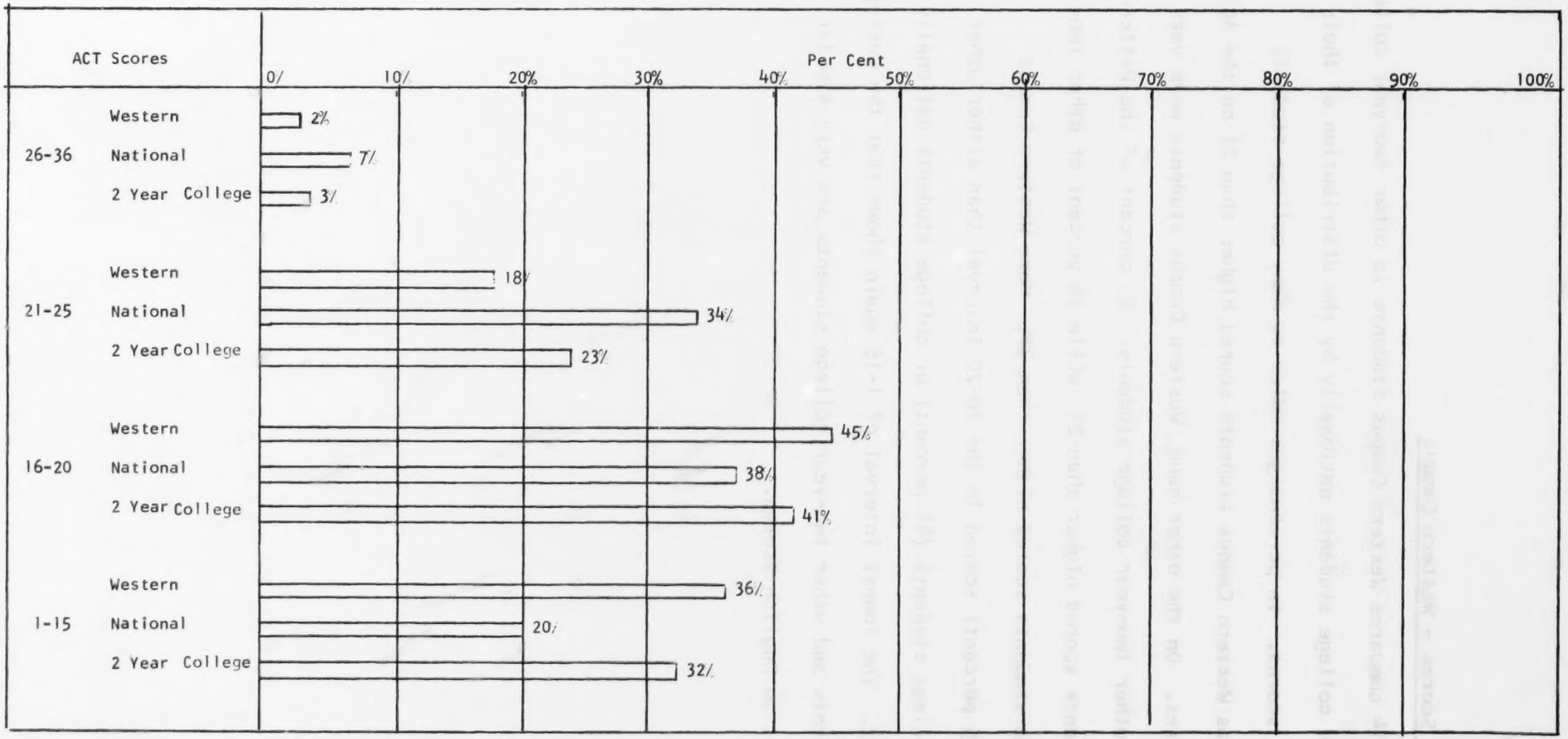
ACT English Scores - Western Campus

Table 14 compares Western Campus students to other two-year college students and college students nationally by the distribution of their ACT English scores. In percentages twice as many college students nationally as Western Campus students scored higher than 21 on the ACT English scores. On the other hand, Western Campus students were very similar to other two-year college students: 20 percent of the Western Campus students scored higher than 21, while 26 percent of other two-year college students scored higher than 21. More Western Campus students (45 percent) scored in the 16-20 interval than either other two-year college students (41 percent) or college students nationally (38 percent). The lowest interval of 1-15 again shows that the Western Campus students and other two-year college students are very similar with respect to English scores.

TABLE 14

DISTRIBUTION OF ACT ENGLISH SCORES

WESTERN CAMPUS



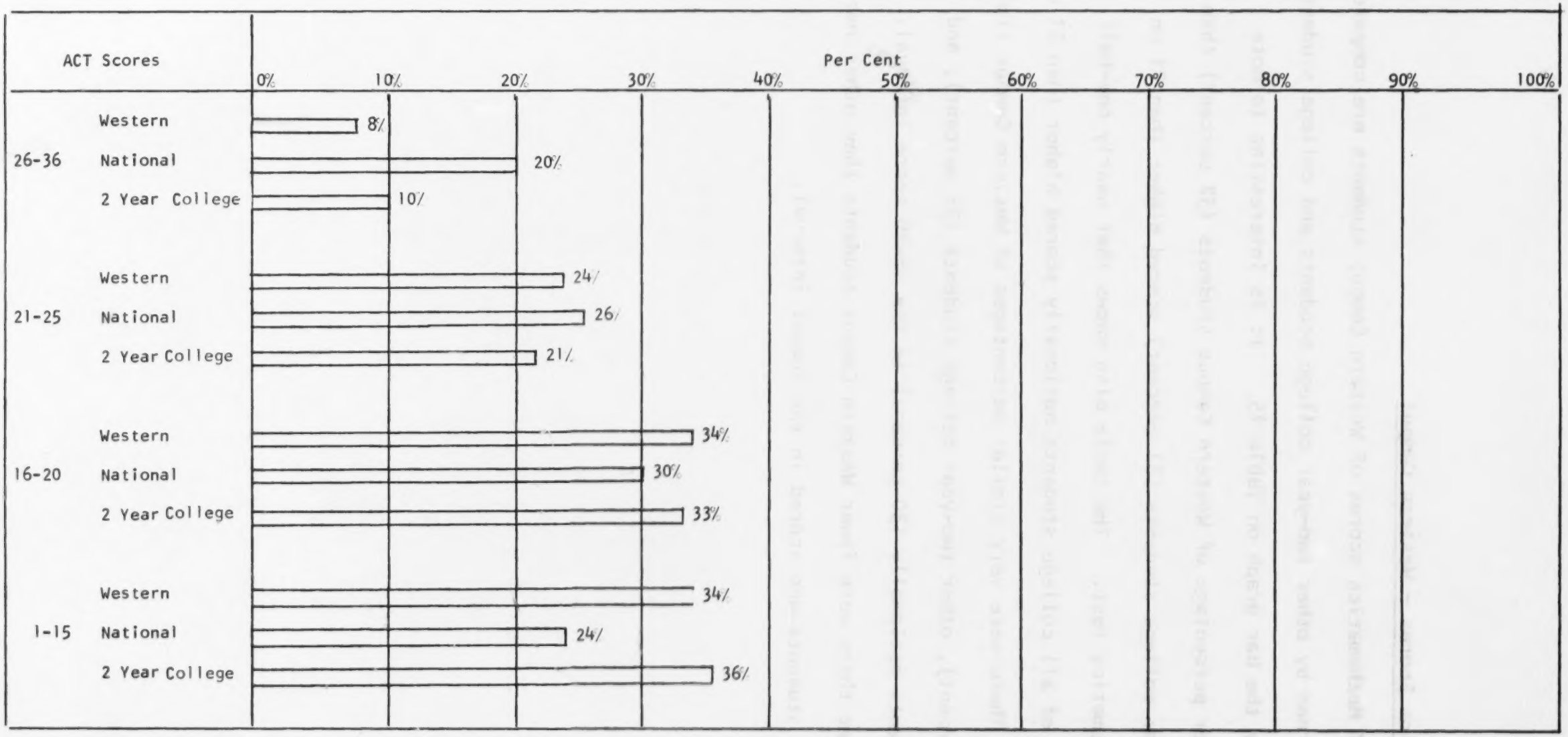
ACT Mathematics Scores - Western Campus

The ACT Mathematics scores of Western Campus students are compared to scores earned by other two-year college students and college students nationally by the bar graph on Table 15. It is interesting to note that a greater percentage of Western Campus students (32 percent) than other two-year college students (31 percent) scored higher than 21 on the ACT Mathematics test. The table also shows that nearly one-half (46 percent) of all college students nationally scored higher than 21 on this test. There were very similar percentages of Western Campus students (34 percent), other two-year college students (33 percent), and college students nationally (30 percent) in the 16-20 score interval. In percentages there were fewer Western Campus students than other two-year college students who scored in the lowest interval.

TABLE 15

DISTRIBUTION OF ACT MATHEMATICS SCORES

WESTERN CAMPUS



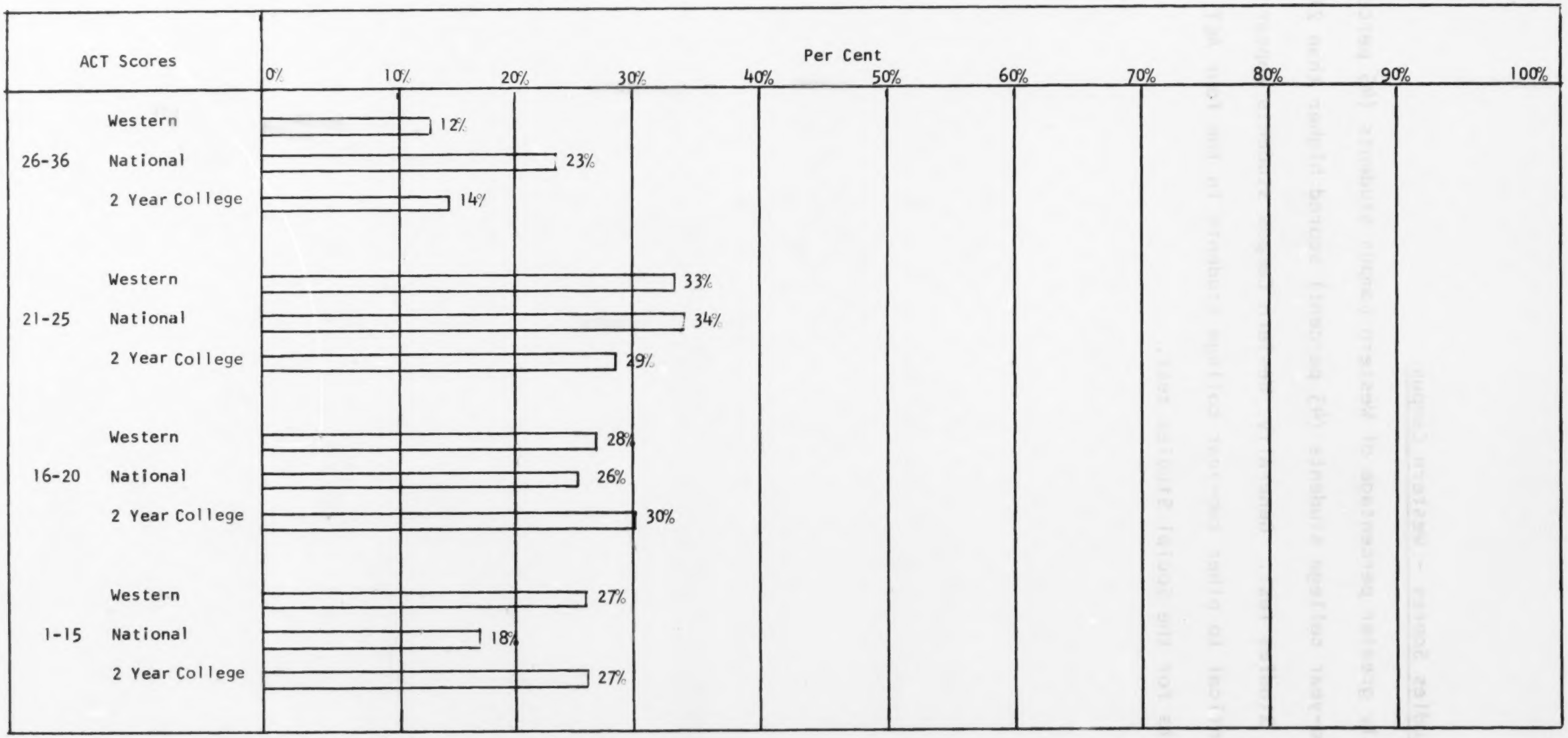
ACT Social Studies Scores - Western Campus

A slightly greater percentage of Western Campus students (45 percent) than other two-year college students (43 percent) scored higher than 21 on the Social Studies test. Generally, Western Campus students appear to be almost identical to other two-year college students in the four ACT score intervals for the Social Studies test.

TABLE 16

DISTRIBUTION OF ACT SOCIAL STUDIES SCORES

WESTERN CAMPUS



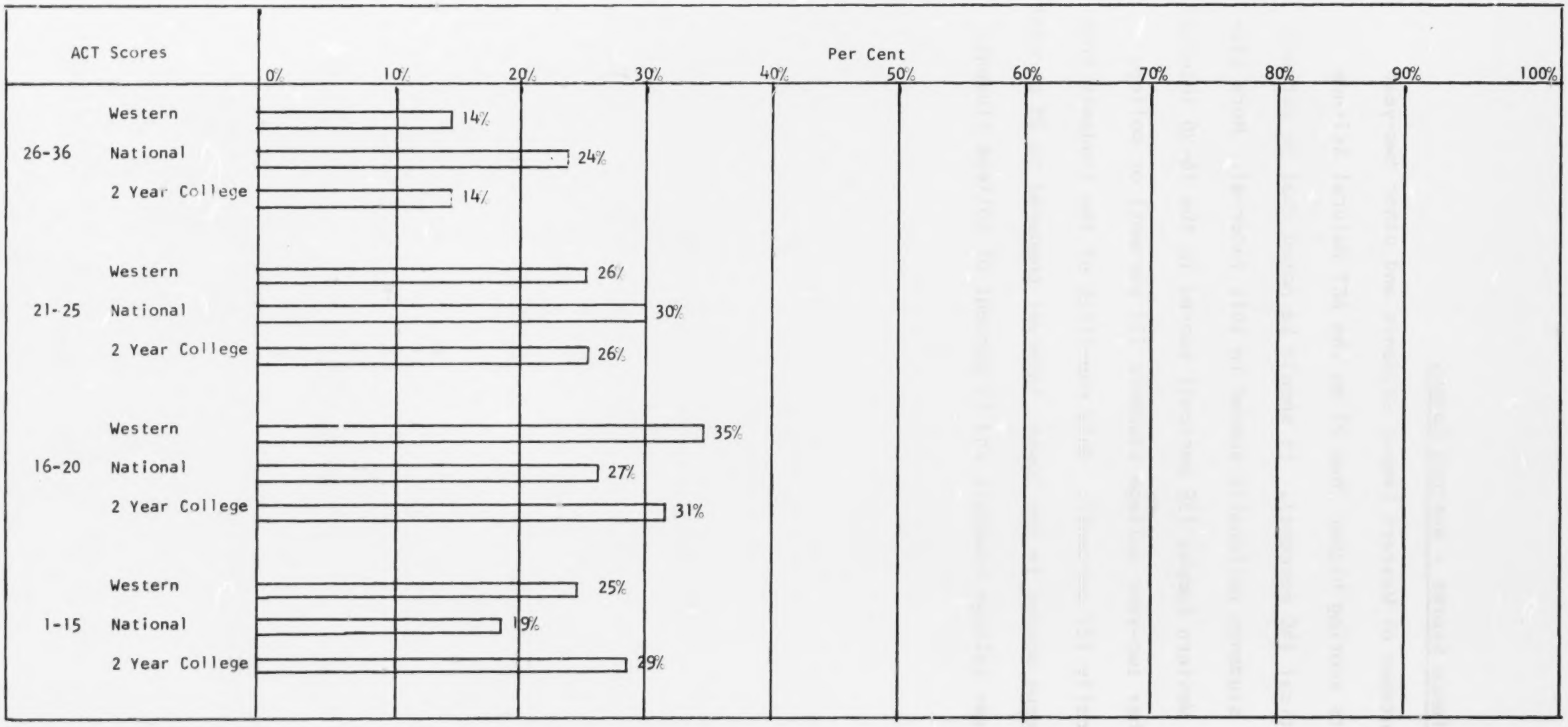
ACT Natural Science Scores - Western Campus

The percentages of Western Campus students and other two-year college students scoring higher than 21 on the ACT Natural Science test were identical (40 percent). It should be noted that 54 percent of all college students nationally scored in this interval. More students from the Western Campus (35 percent) scored in the 16-20 interval than either other two-year college students (31 percent) or college students nationally (27 percent). Only one-fifth of the students from the Western Campus scored in the lowest interval compared to 29 percent of other two-year college students and 19 percent of college students nationally.

TABLE 17

DISTRIBUTION OF ACT NATURAL SCIENCE SCORES

WESTERN CAMPUS



ACT Mean Scores - Western Campus

Table 18 shows that the ACT mean scores of Western Campus students are very similar to other two-year college students. Natural Science appears to be the Western Campus students' strongest area; the mean score was 19.1 compared to other two-year college students' average score of 19.0. In the area of Natural Science the Western Campus students are most similar to all college students nationally. However, in all testing areas Western Campus students are slightly below, by one to three points, college students nationally.

TABLE 18

ACT MEAN SCORES

	Composite	English	Math	Social Studies	Natural Science
Western Campus	18.1	16.6	17.5	18.9	19.1
National	20.3	19.2	19.8	20.9	20.8
Two-Year College	18.3	17.3	17.6	18.9	19.0

High School Grade-Point Averages - Western Campus

Table 19 shows the students' high school grade-point averages in the four course areas corresponding to the ACT test areas. Western Campus students are compared to college students nationally. Although Western Campus students' ACT scores were very similar to other two-year college students and only slightly below other college students nationally, their high school grade-point averages do not reflect this finding. It might be hypothesized that Cleveland area high schools are generally more stringent in their grading procedures than other schools nationally.

One might also make the assumption from this relationship between high school grades and ACT test results that students at the Western Campus generally did not work to their potential in high school. These hypotheses are merely possibilities derived from the results described. Many other reasons could explain these findings. It is at least interesting to note that in all areas Western Campus students were approximately .4 of a point below college students nationally in high school grade-point averages for the four areas.

TABLE 19

MEAN HIGH SCHOOL GRADE-POINT AVERAGES

WESTERN CAMPUS

Course Area	Western Freshman	National Average
English	2.22	2.68
Math	1.94	2.35
Social Science	2.37	2.77
Natural Science	2.13	2.51
All Areas	2.17	2.58

IV - GOALS AND ASPIRATIONS

What are the educational aspirations of Cuyahoga Community College students? More specifically, what are their preferred vocational roles and college goals? These are some of the questions on which this chapter focuses.

Data relating to student goals and aspirations came from the American College Testing Program results and Cuyahoga Community College institutional records. The chapter is divided into five sections: degree aspirations, proposed educational majors, vocational role preferences, college goals, and academic program at Cuyahoga Community College. Each section, excluding the section on academic programs at Cuyahoga Community College, compares the Metropolitan and Western Campus to a national norm obtained from the American College Testing Program. This norm represents a three percent sample of students tested by the American College Testing Program in 1966-67. All students tested were listed on magnetic tape by the alphabetical order of last name or by the order of sequence of Social Security number. To obtain the three percent sample the 33rd, 67th, 100th, 133rd names, etc. were selected from each test date in 1966-67. Virtually all ACT tested students are college bound, either in a junior college or a four-year institution.[4] The section on academic programs at Cuyahoga Community College reflects the total number of students enrolled in the different programs at the college.

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[4]Data obtained from a sample of 22,363 students. Donald P. Hoyt and Leo A. Munday, Your College Freshman (Iowa City, Iowa: ACT Research and Development Division, 1968-69).

Degree Aspirations

This section deals with the educational aspirations of Cuyahoga Community College students. Table 20 profiles the degree aspirations of the Cuyahoga Community College freshmen, as well as those of the college students nationally, who participated in the ACT survey. One-fourth of the students on the Western Campus and 22 percent of the Metropolitan Campus students, compared to only ten percent of college students nationally, have aspirations for a junior college degree only. Cuyahoga Community College students are most similar to students nationally in their aspirations for a bachelor's degree: 48 percent of the Western Campus students and 41 percent of Metropolitan Campus students compared to 47 percent of college students nationally aspire to a bachelor's degree. In percentages fewer Cuyahoga Community College students (13 percent of the Western Campus students and 18 percent of the Metropolitan Campus students) than students nationally (23 percent) have set a master's degree as the highest degree to be sought. It is interesting to note that 65 percent of the Western Campus students and 63 percent of the Metropolitan Campus students have aspirations higher than the junior college degree. The data suggest that students feel that Cuyahoga Community College serves as an effective springboard to further higher education.

TABLE 20

DEGREE ASPIRATIONS

Highest Degree Sought	Metropolitan Percent	National Percent	Western Percent
H. S. Diploma	2%	1%	2%
Vocational-Technical *	3%	3%	3%
Jr. College Degree	22%	10%	25%
Bachelor's Or Equivalent	41%	47%	48%
Master's Degree	18%	23%	13%
Doctorate	5%	9%	3%
Law Degree	2%	2%	1%
Other	7%	5%	5%
Total	100%	100%	100%

Proposed Educational Major

Table 21 shows the proposed educational major and the percentage of Metropolitan, Western and college students nationally planning to major in one of a number of specific areas. These areas are categorized as: education, social and religious, business and financial, political and persuasive, scientific, agriculture and forestry, health, arts and humanities, engineering, trade and industrial, other fields, and undecided majors. The largest percentage of Cuyahoga Community College students —— 21 percent from the Western Campus and 20 percent from the

* less than two years

Metropolitan Campus —— plan to major in business and finance; 12 percent of college students nationally cited this area. Numerically, the undecided category ranks second to business and finance. In this area all three groups of students are generally similar; note that 18 percent of the students from the Western Campus, 17 percent of the students from the Metropolitan Campus, and 15 percent of college students nationally are undecided about their major. Moreover, there is a similarity in the percentages of Cuyahoga Community College students and college students nationally (nearly one-tenth of all respondents for each group) who plan to pursue the area of health and that of engineering.

On the other hand, a greater percentage of college students nationally (19 percent) plan to pursue an education major; 13 percent from the Western Campus and 14 percent from the Metropolitan Campus indicated similar intentions.

TABLE 21

PROPOSED EDUCATIONAL MAJOR

Proposed Major	Metropolitan Percent	National Percent	Western Percent
Agriculture, Forestry	-	3%	1%
Arts and Humanities	6%	10%	7%
Business, Financial	20%	12%	21%
Education	14%	19%	13%
Engineering	9%	8%	9%
Health	12%	10%	9%
Political, Persuasive	5%	4%	6%
Scientific	4%	6%	3%
Social, Religious	6%	9%	4%
Trade And Industrial	5%	3%	7%
Other Field	2%	1%	2%
Undecided	17%	15%	18%
Total	100%	100%	100%

Vocational Role Preferences

Table 22 shows the vocations that respondents from the Metropolitan Campus, Western Campus, and college students in general anticipate pursuing after graduation. All responses were recorded by students at the time they took the ACT tests. Vocational choices were represented by several areas: researcher or investigator, teacher or therapist, administrator or supervisor, promoter or salesman, practitioner, performer or producer, and

undecided. The largest percentage of Cuyahoga Community College students indicated that their vocational choice is undecided; 22 percent of the Western Campus students and 19 percent of the Metropolitan Campus students, compared to 20 percent of the college students nationally, were undecided. It is interesting to note that approximately one-fifth of the Cuyahoga Community College students felt that none of these areas would be their vocational choice (18 percent from the Western Campus and 22 percent from the Metropolitan Campus). A somewhat larger percentage of college students nationally (23 percent) cited teaching or therapy as their vocational choice, compared to 15 percent of the Western Campus students and 13 percent of the Metropolitan Campus students who stated a desire to enter this vocation. Eighteen percent of the students on both campuses, as well as the same percentage of college students nationally, indicated a strong desire to enter the vocational roles of practitioner, performer or producer. According to the data, a slightly higher percentage of students from Cuyahoga Community College (11 percent of the Western Campus students and 10 percent from the Metropolitan Campus compared to nine percent of the college students nationally) plan to pursue a career as an administrator or supervisor.

When analyzing this data, one must be reminded that these responses come from students prior to entering college. Past studies have indicated that a large proportion of college students switch majors during their educational careers.[5] Consequently many Cuyahoga Community College students

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[5]Edward K. Strong, Jr., "Amount of Change in Occupational Choice of College Freshmen," Educational and Psychological Measurement, (Winter, 1952), pp. 677-691; Jonathon R. Warren, "Self Concept, Occupational Role Expectation, and Change in College Major," Journal of Counseling Psychology, (Summer, 1961), pp. 164-169; James A. Davis, Undergraduate Career Decisions, Chicago: Aldine Publishing Company, 1965. These research studies indicate that almost half of all college students change their majors during their college careers.

may not enter the vocational roles as specified in this data. This data should be used only in comparing responses of Cuyahoga Community College students to responses of college students nationally with respect to expected vocational goals.

TABLE 22

DISTRIBUTION OF VOCATIONAL CHOICE
(VOCATIONAL ROLES PREFERENCES)

Vocational Choice	Metropolitan Percent	National Percent	Western Percent
Researcher or Investigator	8%	8%	6%
Teacher or Therapist	13%	23%	15%
Administrator or Supervisor	10%	9%	11%
Promoter or Salesman	7%	3%	7%
Practitioner, Performer, or Producer	18%	18%	18%
None of These	22%	16%	18%
Two or More Roles	3%	3%	3%
Undecided	19%	20%	22%
Total	100%	100%	100%

College Goals

What motivates the typical Cuyahoga Community College student? This section is devoted to determining the motivations and college goals of Cuyahoga Community College students.

The American College Testing Program divided college goals into

four areas: academic, vocational, social, and nonconventional.[6] Students were then asked to respond to each one of these goals in terms of the relative importance of each in his college life. The degrees of importance were to be identified by one of the following: essential, important, desirable, or not important.

Table 23 reflects in percentages the responses of Western Campus students, Metropolitan Campus students and college students in general. The academic goals related to improving abilities to think and reason, broadening intellectual interests, and increasing cultural appreciation. Over 80 percent of Cuyahoga Community College students from both campuses felt that academic goals in college are important or essential; a similar percentage of college students nationally felt the same way.

TABLE 23

IMPORTANCE OF ACADEMIC GOALS

Importance	Metropolitan Percent	National Percent	Western Percent
Essential	20%	27%	19%
Important	63%	62%	63%
Desirable	17%	11%	17%
Not Important	---	---	1%
Total	100%	100%	100%

[6]Four college goals are derived from Trow, M.,"The Campus Viewed as a Culture," in H. T. Sprague (Ed.), Research On College Students, Boulder, Colorado: Western Inter-State Commissions for Higher Education, 1960; and Clark, B. R. and Trow, M., "The Organizational Context," in T. H. Newcomb and E. T. Wilson (Ed.), College Peer Groups, Chicago: Aldine Publishing Co., 1966.

Table 24 shows the general extent to which Cuyahoga Community College students value the importance of vocational goals. Almost one-half of the respondents felt that vocational goals were absolutely essential, with 93 percent of all Cuyahoga Community College students and 94 percent of college students nationally replying that vocational goals are either important or absolutely essential. No students, percentagewise, felt this goal was "not important." ACT research indicates that when a large percentage of students score high in this area, the class will probably respond more favorably to practical, applied approaches to academic work. Out-of-class pursuits designed to develop skills or provide useful experience will probably be popular.[7]

TABLE 24

IMPORTANCE OF VOCATIONAL GOALS

Importance	Metropolitan Percent	National Percent	Western Percent
Essential	46%	49%	47%
Important	47%	45%	46%
Desirable	7%	6%	7%
Not Important	-	-	-
Total	100%	100%	100%

Table 25 illustrates the students' feelings about the importance of social goals. The social goals refer to development of good interpersonal

[7]Donald P. Hoyt and Leo A. Munday, Your College Freshmen (Iowa City, Iowa: ACT Research and Development Division, 1968-69).

relations, leadership potentials and social attractiveness. Eighty-four percent of the Metropolitan Campus students and 81 percent of Western Campus students, compared to 84 percent of college students nationally, felt this goal to be important or desirable. Only 13 percent of the college students nationally compared to similar percentages of students from Cuyahoga Community College (13 percent of Metropolitan Campus students and 15 percent from the Western Campus), felt this goal to be absolutely essential. Similar percentages of Cuyahoga Community College students (four percent from the Western Campus and three percent of the Metropolitan Campus students) and college students nationally (three percent) felt that social goals are not important at all in college.

TABLE 25

IMPORTANCE OF SOCIAL GOALS

Importance	Metropolitan Percent	National Percent	Western Percent
Essential	13%	13%	15%
Important	53%	52%	47%
Desirable	31%	32%	34%
Not Important	3%	3%	4%
Total	100%	100%	100%

Table 26 reflects the students' opinions about the importance of nonconventional goals in college. Nonconventional goals are concerned with effecting change through action. These goals relate to learning how to

deal with injustice, to develop independence, and to find personally meaningful causes. A slightly higher percentage of Cuyahoga Community College students (13 percent from the Western Campus and 15 percent of the Metropolitan students) than the percentage of college students nationally (12 percent) felt that nonconventional goals in college are absolutely essential. Greater than 80 percent of both Cuyahoga Community College students and college students nationally felt this goal to be important or desirable. A small percentage of Cuyahoga Community College students (five percent of the Western Campus students and four percent from the Metropolitan Campus) and a small percentage of students nationally (four percent) felt that nonconventional goals are not important.

By comparing data from these four tables, it can be observed that Cuyahoga Community College students are predominantly goal-oriented toward a vocational experience. In view of this, both students and academic staff presumably would benefit from a situation in which students are given the opportunity to express themselves through realistic kinds of jobs and are provided opportunities to engage in extracurricular activities that either stress accomplishments or exercise skills. Since students are also highly motivated toward acadmic goals, it would appear that the college atmosphere, with its classroom learning techniques, should be quite favorable for the majority of Cuyahoga Community College students.

TABLE 26

IMPORTANCE OF NONCONVENTIONAL GOALS

Importance	Metropolitan Percent	National Percent	Western Percent
Essential	15%	12%	13%
Important	50%	51%	47%
Desirable	31%	33%	35%
Not Important	4%	4%	5%
Total	100%	100%	100%

Academic Program At Cuyahoga Community College

Table 27 indicates by campus the numbers and percentages of students enrolled at Cuyahoga Community College. Major programs are grouped as total university parallel or technical occupational. Of the 15,263 full and part-time students enrolled in the fall 1969 quarter, there were no data available for 6,175 students or approximately 40 percent of the student body. Consequently, there should actually be a larger number of students in each major program. There were 5,202 students enrolled in the university parallel program and 3,886 students enrolled in the technical occupational program. Note that by campus there were 3,534 students in the university parallel program at the Metropolitan Campus and 1,668 students in this program at the Western Campus. The total technical occupational enrollment consisted of 2,858 Metropolitan Campus students and

1,028 Western Campus students. The largest percentage of students for any single division of the university parallel program was in the business administration program. The next largest enrollment in the university parallel program was for the division of arts and sciences (1,184). For career-oriented programs, data processing had the largest number of students (487). The number of students enrolled in the registered nursing program (483) was slightly below the number of students in the data processing program but ranked second in the technical occupational field.

TABLE 27

STUDENTS' MAJOR PROGRAM BY CAMPUS

Major Program	Metropolitan Number	Metropolitan Percent	Western Number	Western Percent	District Number	District Percent
Arts and Sciences	874	8.6%	314	6.1%	1188	7.8%
Business Administration	867	8.6%	483	9.4%	1350	8.8%
Education	591	5.8%	296	5.7%	887	5.8%
Engineering	355	3.5%	170	3.3%	525	3.4%
Undecided	565	5.6%	305	5.9%	870	5.8%
Other	282	2.8%	100	1.9%	382	2.5%
Total University Parallel	3534	34.9%	1668	32.3%	5202	34.1%
Accounting	174	1.7%	74	1.4%	248	1.6%
Aviation	3	-	61	1.2%	64	.4%
Building Construction Technology	62	.6%	30	.6%	92	.6%
Business Management	160	1.6%	105	.2%	265	1.7%
Court and Conference Report	-	-	1	-	1	-
Data Processing	378	3.7%	109	2.1%	487	3.2%
Dental Hygiene	78	.8%	11	.2%	89	.6%
Electrical Electronics	140	1.4%	30	.6%	170	1.1%
Fire Technology	21	.2%	-	-	21	.1%
Hotel-Restaurant Management	66	.6%	10	.2%	76	.5%
Industrial Supervision	60	.6%	35	.7%	95	.6%
Inhalation Therapy Technology	13	.1%	15	.3%	28	.2%
Law Enforcement	166	1.6%	56	1.1%	222	1.4%
Library Technology	47	.5%	10	.2%	57	.4%
Medical Technology	91	.9%	33	.7%	124	.8%
Medical Assisting	90	.9%	22	.4%	112	.7%
Medical Record Technology	17	.2%	2	-	19	.1%
Mental Health Technology	15	.2%	4	.1%	19	.1%
Nursery School Assisting	140	1.4%	15	.3%	155	.1%
Physical Therapy Assisting	18	.2%	2	-	20	.1%
Purchasing	8	.1%	5	.1%	13	.1%
Real Estate	20	.2%	18	.3%	38	.2%
Registered Nursing	414	4.1%	69	1.3%	483	3.2%
Retailing	19	.2%	12	.2%	31	.2%
Salesmanship	19	.2%	15	.3%	34	.2%
Secretarial Science	164	1.6%	69	1.3%	233	1.5%
Transportation	22	.2%	7	.1%	29	.2%
Wholesaling	6	.1%	2	-	8	-
Urban Planning Technology	45	.4%	1	-	46	.3%
Undecided	220	2.2%	140	2.7%	360	2.4%
Other	182	1.8%	65	1.2%	247	1.6%
Total Technical Occupational	2858	28.4%	1028	20.0%	3886	25.5%
No Data	3711	36.7%	2464	47.7%	6175	40.4%
Total	10103	100.0%	5160	100.0%	15263	100.0%

V - STUDENT PERSONNEL NEEDS

This chapter categorizes in five parts student personnel needs at Cuyahoga Community College: housing expectations, campus transportation plans, part-time work expectations, extracurricular plans, and scholarship and loan plans. All data in this chapter were obtained from the American College Testing Program and Cuyahoga Community College institutional records.

Housing Expectations

Table 28 indicates the different housing expectations of incoming Cuyahoga Community College freshmen compared to college students nationally. The responses of Cuyahoga Community College students from both campuses are compared to those of college students nationally. The responses were assigned to the following categories: college dormitory, fraternity or sorority, college apartment, off-campus apartment, off-campus room, and at home (or with relatives). In percentages, slightly more than three-quarters of the Cuyahoga Community College student body expected to live at home compared to only 37 percent of college students nationally. The percentage of Cuyahoga Community College students who indicated that they expect to live at home during the 1969-70 school year is slightly less than the percentage of students who responded in

a like manner for the preceding year.[8] Since there is no college housing, one would expect the number of responses from Cuyahoga Community College students indicating a college dormitory to be considerably smaller than those of college students nationally; this was precisely the case. Five percent of the Cuyahoga Community College respondents indicated a desire to live in a college apartment or in an off-campus apartment, compared to eight percent of college students nationally.

TABLE 28

HOUSING EXPECTATIONS

Housing	Metropolitan Percent	National Percent	Western Percent
College Dormitory	16%	49%	14%
Fraternity or Sorority	1%	4%	2%
College Apartment	1%	2%	1%
Off-Campus Apartment	4%	6%	4%
Off-Campus Room	2%	2%	1%
At Home (Or With Relatives)	76%	37%	78%
Total	100%	100%	100%

Transportation Plans

Students were asked by the American College Testing Program if they expected to bring a car to campus. It is interesting to note that 70 percent of the Western Campus students, compared to one-half of the respondents

[8] Statistics for housing expectations in 1968 are in Students, 1968, a manuscript prepared by the Office of Institutional Research and Studies (Cleveland: Cuyahoga Community College, 1969).

from the Metropolitan Campus and 42 percent of college students nationally, expect to bring a car to campus. Generally, student plans in these matters tend to be implemented. According to ACT data for four-year colleges, for example, about two-thirds of those who plan to bring a car to campus implement these plans while only 20 percent who have no such plans do bring a car.[9]

TABLE 29

TRANSPORTATION PLANS

Mode Of Transportation	Metropolitan Percent	National Percent	Western Percent
Expect To Bring A Car To Campus	50%	42%	70%

Part-Time Work Expectations

How many hours per week does the typical Cuyahoga Community College student expect to work while in school? It is interesting to observe from the data in Table 30 that 76 percent of the Western Campus students and 71 percent of Metropolitan Campus students, compared to only 63 percent of college students nationally, expect to work part-time during college. Of all students expecting to work part-time, the largest percentage of Cuyahoga Community College students anticipate working between 10 and 19 hours per week (33 percent of the Western Campus students and 30 percent from the Metropolitan Campus). Almost one-third of the Cuyahoga Community College students (28 percent) compared to 16 percent of college students nationally expect to work more than 20 hours per week.

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[9]Sandra Lutz, Do They Do What They Say They Will Do? ACT Research Report No. 24 (Iowa City: American College Testing Program 1968).

The Office of Institutional Research and Studies at Cuyahoga Community College conducted a follow-up of the part-time work expectations cited by students before entering college. During registration for the winter quarter 1969-70, students were asked to complete a questionnaire form. One of the questions asked if the student was working part-time to help pay for college expenses and if so, how many hours per week. A total of 3,370 students from both campuses were polled.

The results on Tables 31 and 32 show that there was a significant variance between the hours students expect to work and the actual number of hours they do work. Table 31 shows that approximately two-thirds of the respondents claimed intentions of working to help pay for college expenses. Table 32 reflects the number of hours per week these 2,247 students actually worked. The largest percentage of students (32 percent) worked more than 31 hours. This contrasts significantly with the percentage of students who replied that they expect to work more than 30 hours (eight to nine percent) on Table 30.

TABLE 30

PART-TIME WORK EXPECTATIONS

Amount of Work	Metropolitan Percent	National Percent	Western Percent
1-9 Hours Per Week	13%	18%	15%
10-19 Hours Per Week	30%	29%	33%
20-29 Hours Per Week	20%	11%	19%
30 or More Hours	8%	5%	9%
None	29%	37%	24%
Total	100%	100%	100%

TABLE 31

STUDENT IS WORKING TO HELP PAY FOR COLLEGE EXPENSES

Answer	District	
	Number	Percent
Yes	2247	67%
No	1069	32%
No Reply	54	1%
Total	3370	100%

TABLE 32

HOURS PER WEEK STUDENTS WORK*

(WINTER QUARTER 1969-70)

Hours	District	
	Number	Percent
1-10 Hours	250	11%
11-20 Hours	663	29%
21-30 Hours	555	25%
31-40 Hours	717	32%
No Reply	62	3%
Total	2247	100%

* Only students who indicated that they are working part-time to help pay for their college expenses replied to this question.

Extracurricular Plans

Table 33 reflects the extracurricular plans of Cuyahoga Community College students compared to college students nationally. The activities are divided into the following categories: music instrumental, music vocal, writing, student government, debate, acting, departmental clubs, fraternity or sorority, varsity athletics and intramural athletics. The responses are listed by the percentages of students from each campus and from college students nationally who planned to participate in each activity. The largest percentage of students implied a desire to join departmental clubs at Cuyahoga Community College. Forty-eight percent of Metropolitan Campus students and 44 percent of the Western Campus students compared to 56 percent of college students nationally indicated a desire to join departmental clubs. Intramural athletics attracted the next largest group of students, about one-third of Cuyahoga Community College students (30 percent of the Western Campus students and 27 percent of the Metropolitan Campus students) compared to approximately one-fourth (24 percent) of college students nationally. Twenty-percent and 23 percent of the Metropolitan and Western Campus students respectively planned to participate in fraternity or sorority activities. This was only slightly below the percentage of college students nationally who expressed a desire to join a fraternity or sorority. The extracurricular activities which seemed to attract the fewest number of students from Cuyahoga Community College were in the areas of debate and writing; less than ten percent of the students from each campus planned to participate in these activities.

TABLE 33

EXTRACURRICULAR PLANS

Activity	Metropolitan Percent Who Plan to Participate	National Percent Who Plan to Participate	Western Percent Who Plan to Participate
Music-Instrumental	9%	9%	7%
Music-Vocal	10%	11%	7%
Writing	7%	10%	6%
Student Government	12%	13%	9%
Debate	9%	6%	4%
Acting	10%	10%	6%
Department Clubs	48%	56%	44%
Fraternity & Sorority	20%	27%	23%
Athletics-Varsity	23%	17%	18%
Athletics-Intramural	27%	24%	20%

Scholarship and Loan Plan

The percentage of students expected to apply for scholarships or college loans helps to indicate the financial needs of Cuyahoga Community College students. Table 34 shows the percentage of students expected to apply for a college scholarship in the following categories: students who expect to apply for either a scholarship all through college, a scholarship the first year but no longer, or no scholarship at all. Percentagewise, twice as many students nationally (40 percent) expected to apply for a scholarship all through college compared to Metropolitan students (21 percent) and Western students (16 percent). It is interesting to note also that 64 percent of the Western Campus students and 57 percent

of the Metropolitan Campus students, compared to a much lower percentage of college students nationally (42 percent), expected to probably never apply for a scholarship. One might infer from the data that the financial strains confronting the college student nationally due to high college costs are not nearly as common to the typical Cuyahoga Community College student. There are several reasons for this observation. One factor is the low cost of instructional fees. It might also be noted that the majority of students live at home since college dormitories are not provided. Another factor might be the fact that most of the Cuyahoga Community College students are working part-time to help pay their college expenses (see Table 31).

TABLE 34

PERCENT OF STUDENTS EXPECTED TO APPLY FOR SCHOLARSHIP

Coverage of Scholarship	Metropolitan Percent	National Percent	Western Percent
All Through College	21%	40%	16%
First Year But No Longer	22%	18%	20%
Probably Never	57%	42%	64%
Total	100%	100%	100%

Table 35 reflects the percentage of students who expect to apply for college loans. Responses were divided into three areas: a loan all through college, a loan the first year but no longer, and probably no need for a loan. Almost seven out of every ten students from the Western Campus (68 percent) expect to never apply for a college loan, compared

to 59 percent from the Metropolitan Campus and 54 percent of college students nationally.[10] Only 13 percent of the students from the Western Campus, compared to 22 percent from the Metropolitan Campus and 27 percent of college students nationally, expect to apply for a college loan throughout their college career.

TABLE 35

PERCENT OF STUDENTS EXPECTED TO APPLY FOR COLLEGE LOAN

Coverage of Loan	Metropolitan Percent	National Percent	Western Percent
All Through College	22%	27%	13%
First Year But No Longer	19%	19%	19%
Probably Never	59%	54%	68%
Total	100%	100%	100%

To provide more knowledge about the students' financial stauts, the Office of Institutional Research and Studies asked students during the registration for the winter 1969-70 quarter if they had adequate financial resources for the entire school year. Table 36 indicates that 77 percent of all Cuyahoga Community College students that responded have adequate financial resources for the entire school year.

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[10]The data may be misleading in this instance though. The wording of the questions concerning financial aid may have misdirected many students. Many students may have answered that they did not need a "loan" simply because of the word's connotation, but in reality these students might very well need financial assistance. Also there is the possibility that many students who replied that they never expect to apply for a scholarship could actually use financial aid. A supportive reason for this is the fact that many students may think that one must practically be a 4.0 scholar in order to obtain a scholarship. In this case then a student with a lower grade-point average may actually need financial assistance but would not expect to apply for a scholarship feeling that he would only be turned down.

TABLE 36

STUDENT HAS ADEQUATE FINANCIAL RESOURCES
FOR ENTIRE SCHOOL YEAR

Answer	District	
	Number	Percent
Yes	2593	77%
No	677	20%
No Reply	100	3%
Total	3370	100%

VI - NONACADEMIC INFORMATION

This chapter explores some of the nonacademic concerns of Cuyahoga Community College students. All data were compiled from the American College Testing Program and Cuyahoga Community College institutional records. This information is designed to supplement the academic community's knowledge of Cuyahoga Community College students and their environment.

Nonacademic High School Achievements

Students were asked to indicate whether they had realized success or achievement while in high school in any of the following areas: science, art, writing, leadership, music and dramatic art. Reflected by Table 37, the largest percentage of Cuyahoga Community College students responded that they had realized success in high school in the area of leadership. Twenty-nine percent of the Metropolitan Campus students and 26 percent of the Western Campus students, compared to 39 percent of college students nationally, cited this area. The second major area of response indicated student success in the area of music: 21 percent of the Metropolitan Campus students and 22 percent of the Western Campus students, compared to 28 percent of the college students nationally. In percentages, twice as many college students nationally (12 percent) felt that they had realized success in the area of writing compared to Metropolitan (six percent) and Western Campus students (six percent).

TABLE 37

NONACADEMIC HIGH SCHOOL ACHIEVEMENTS

Nonacademic Achievement	Metropolitan Percent	National Percent	Western Percent
Science	6%	10%	5%
Art	9%	8%	10%
Writing	6%	12%	6%
Leadership	29%	39%	26%
Music	21%	28%	22%
Dramatic Art	13%	17%	7%

Factors in Determination of College Choice

This section examines why students decided to apply to Cuyahoga Community College. Table 38 summarizes students' responses to questions about who or what influenced their college choices. Responses were categorized under four general areas: intellectual reputation, practical considerations, outside influences, and social climate. The table reflects the percentage of students who considered each item to be of importance in deciding to apply.

The students who chose to apply at the Metropolitan Campus cited special curriculum (60 percent), good faculty (58 percent), high scholastic standing (46 percent) and practical considerations, which included low cost, location, and proximity to home. Over one-half of the incoming students at the Western Campus responded that special curriculum (58 percent) and good faculty (53 percent) were the most influential factors

affecting their decision to apply at the Western Campus. Practical considerations weighed heavily in the students' decision to apply to the Western Campus. Fifty-one percent of the students felt that the low cost was a major consideration and 56 percent indicated that closeness to home was a major consideration. Outside influences and the social climate at the institution appeared to have been minor considerations for students who applied to Cuyahoga Community College.

TABLE 38

FACTORS IN DETERMINATION OF COLLEGE CHOICE

Influential Factors	Metropolitan Percent That Felt This To Be Major Consideration	National Percent That Felt This To Be Major Consideration	Western Percent That Felt This To Be Major Consideration
Intellectual Reputation			
Intellectual Atmosphere	33%	40%	31%
Good Faculty	58%	64%	53%
National Reputation	23%	35%	23%
High Scholastic Standing	46%	58%	40%
Special Curriculum	60%	58%	58%
Practical Considerations			
Low Cost	47%	34%	51%
Location	48%	46%	58%
Close to Home	49%	36%	56%
Outside Influences			
Advice of Parents	30%	35%	27%
Advice, High School Teacher	28%	26%	23%
Advice, H.S. - College Counselor	38%	35%	32%
College Admissions Counselor	36%	35%	31%
Financial Aid Officer	24%	26%	19%
Social Climate			
Social Opportunities	30%	34%	30%
Good Ahtletic Program	17%	15%	15%
Fraternity and Sorority	9%	8%	10%
Co-Educational	26%	26%	26%

The Decision to Enroll Related to the Preference Rating of the College

This section of the chapter examines the relationship between the students' order of preference compared to their actual enrollment in college. Students submitted to the American College Testing Program a list of three colleges or other educational agencies to which they wanted their ACT test results sent. Table 39 shows how Cuyahoga Community College ranked in order of preference for the 1,592 incoming freshmen students at the Metropolitan Campus and 1,190 incoming freshmen students at the Western Campus. Thirty-six percent of the incoming freshmen of the Metropolitan Campus compared to 40 percent of the incoming freshmen on the Western Campus cited those Cuyahoga Community College campuses as their first college choice. One-half of the students from the Western Campus and 57 percent of the incoming Metropolitan freshmen requested supplemental or residual reports to be sent to the respective campuses.[11] These students either did not take the ACT test battery prior to enrollment or did not list the Metropolitan or Western Campus as one of their three original choices. It is interesting to note that a very small percentage of incoming students from both campuses listed Cuyahoga Community College as their second or third choice (six percent and two percent respectively).

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[11]This percentage of students who requested supplemental or residual reports is very similar to other community colleges across the nation. Most students take the ACT tests a few months prior to entering college. In most cases there is a significant variance between the choice of college that students make when taking the ACT tests and the choice of institutions to attend as the academic period grows nearer. There are several reasons why a large percentage of students ask that supplemental or residual reports be forwarded to community colleges. As entry into college becomes more of a reality, many students see the community college as preferable due to its location, low fees, and special curricula offered. Also, as many students approach actual entrance into college, the illusions of grandeur characterized by far-away colleges begins to fade and students select community colleges because of their closeness to home.

TABLE 39

ENROLLED STUDENTS CLASSIFIED BY CHOICE

Choice	Metropolitan		Western	
	Number	Percent	Number	Percent
Choice 1	579	36%	479	40%
Choice 2	72	5%	87	8%
Choice 3	26	2%	28	2%
Supplemental Or Residual	915	57%	596	50%
Total	1,592	100%	1,190	100%

VII - DEMOGRAPHIC INFORMATION

Student characteristics — personal, family, and high school background — are grouped into the following: type of home community, fathers' education, number of younger children at home, number of other dependents at home, estimated family income, marital status, student age, and type of high school. All data were obtained from the American College Testing Program and Cuyahoga Community College institutional records. From a sociological viewpoint, it is important to examine the divergent frames of reference of incoming freshmen.

Type of Home Community

Table 40 compares the types of home communities of Cuyahoga Community College students to those of college students nationally. The home communities are categorized by the following: farm or open country, suburbs in metropolitan areas, and a central city in a metropolitan area. Suburbs and central cities are further classified by population distribution. Note that over 70 percent of the Western Campus students come from a suburb within the metropolitan area, whereas slightly more than one-half of the students from the Metropolitan Campus come from a suburb in the metropolitan area. This contrasts significantly to the approximate one-third of college students nationally coming from a similar environment. Correspondingly, a greater percentage of college students nationally (26 percent) come from a farm or open country type of environment - compared to

Western Campus students (six percent) or Metropolitan Campus students (four percent). As might be expected, a larger percentage of Metropolitan students (30 percent) reside in a central city within a metropolitan area of greater than 500,000, compared to only ten percent of the college students nationally and 12 percent of the Western Campus students from the same type of environment. The table also shows that Cuyahoga Community College has far fewer students (Western - six percent, Metropolitan - four percent) who live in a central city in the metropolitan area of less than 50,000, compared to college students nationally of whom 17 percent reside in the same kind of environment.

TABLE 40

TYPE OF HOME COMMUNITY

Environment	Metropolitan Percent	National Percent	Western Percent
Farm or Open Country	4%	26%	6%
Suburb in Metropolitan Area:			
More Than 2 Million	11%	6%	12%
500,000 - 2 Million	13%	7%	14%
100,000 - 499,999	13%	10%	24%
Less Than 100,000	15%	14%	21%
Central City in Metropolitan Area:			
More Than 2 Million	15%	5%	5%
500,000 - 2 Million	15%	5%	7%
100,000 - 499,999	6%	5%	3%
50,000 - 99,999	4%	5%	2%
Less Than 50,000	4%	17%	6%
Total	100%	100%	100%

Cuyahoga Community College Students' Fathers' Education

This section examines the extent of education achieved by the fathers of Cuyahoga Community College students. Educational experience was categorized in the following manner: grade school attendance, high school attendance, high school graduate, college attendance, college graduate, graduate work, graduate degree, and no reply. Data for 3,370 Cuyahoga Community College students were obtained during registration for the winter quarter of 1969-70. Students from both campuses were questioned. The largest percentage of students (35 percent) responded that their fathers held a high school degree. Almost one-third of the students (27 percent) responded that their fathers had continued their education beyond high school. Fifteen percent of the fathers had attended college while seven percent actually had graduated from college.

TABLE 41

CUYAHOGA COMMUNITY COLLEGE STUDENTS' FATHERS' EDUCATION

Education Category	Number	Percent
Grade School Attendance	405	12%
High School Attendance	738	22%
High School Graduate	1,163	35%
College Attendance	503	15%
College Graduate	264	7%
Graduate Work	43	1%
Graduate Degree	132	4%
No Reply	122	4%
Total	3,370	100%

Number of Children at Home

The numbers of younger siblings living at home are shown on Table 42. The percentages of families correspond to the following number categories of children living at home: one younger child, two younger children, three younger children, four younger children, five younger children, six or more younger children, and no younger children living at home. Approximately one-third of college students nationally (32 percent), compared to 32 percent of the Western Campus students and 34 percent of the Metropolitan Campus students, reported that there were no younger children living at home. A similarity exists between college students nationally and Cuyahoga Community College students in that approximately one-fourth of all the students reported one younger child living at home. Seventeen percent and 19 percent of the Metropolitan and Western Campus students respectively indicated that two younger children live at home, compared to 19 percent of those college students nationally who responded. A slightly larger percentage of students from the Metropolitan Campus (13 percent) compared to 11 percent of the Western Campus students and ten percent of the college students nationally indicated that four or more younger children live at home.

TABLE 42

NUMBER OF YOUNGER SIBLINGS AT HOME

Number of Younger Siblings	Metropolitan Percent	National Percent	Western Percent
One younger child	25%	28%	27%
Two younger children	17%	19%	19%
Three younger children	11%	11%	11%
Four younger children	5%	5%	5%
Five younger children	4%	3%	3%
Six or more younger children	4%	2%	3%
None	34%	32%	32%
Total	100%	100%	100%

Number of Other Dependents Living at Home

Table 43 reflects the numbers of other dependents living in homes of Cuyahoga Community College students compared to the number for college students nationally. The numbers of other dependents include grandparents or other relatives and are categorized by the following: one dependent relative, two dependent relatives, three dependent relatives, four or more dependent relatives and no dependent relatives living at home. Western Campus students most closely parallel college students nationally in that 21 percent of the Western students responded that at least one dependent relative lived at home, while 20 percent of the college students nationally and 26 percent of the Metropolitan students responded in a like manner. The differences between the Western and Metropolitan Campus, however, are

not significant; one might deduce from the table that the numbers of dependent relatives in the homes of Cuyahoga Community College students in general compared to the numbers for college students nationally are very similar in all categories.

TABLE 43

NUMBER OF DEPENDENTS LIVING AT HOME*

Dependents	Metropolitan Percent	National Percent	Western Percent
One dependent relative	13%	10%	11%
Two dependent relatives	8%	6%	6%
Three dependent relatives	2%	2%	1%
Four or more dependent relatives	3%	2%	3%
No dependent relatives	74%	80%	79%
Total	100%	100%	100%

Estimated Family Income

Table 44 compares the estimated parental income of Cuyahoga Community College students surveyed by the ACT report to the estimated parental income of college students nationally. It appears that, in general, the estimated parental income of Western Campus students is higher than the family income of college students nationally. Only five percent of the parents of Western Campus students, compared to 14 percent of the national college students' parents and 13 percent of the parents of Metropolitan

*Includes grandparents or other relatives

Campus students, earn less than $5,000 per year. The largest percentage of parents of Western Campus students (27 percent) earn between $10,000 and $14,999, compared to 18 percent of the parents of Metropolitan Campus students. The second largest group, 23 percent of Western Campus parents and 18 percent of Metropolitan Campus parents, fall in an income range of between $7,500 and $9,999.

Moreover, the table indicates that 37 percent of the parents of Western Campus students earn more than $10,000 per year, compared to 26 percent of the parents of Metropolitan Campus students and 24 percent of the parents of college students nationally. Rather significant percentages of the students, 20 percent for Metropolitan and 17 percent for Western, did not know their parents income; 21 percent of the college students nationally did not know.

TABLE 44

ESTIMATED FAMILY INCOME

Income	Metropolitan Percent	National Percent	Western Percent
Less than $3,000	6%	4%	1%
$3,000 to $4,999	7%	10%	4%
$5,000 to $7,499	16%	20%	12%
$7,500 to $9,999	18%	15%	23%
$10,000 to $14,999	18%	16%	27%
$15,000 to $19,999	4%	4%	7%
$20,000 to $24,999	2%	2%	2%
$25,000 and over	2%	2%	1%
Considered Confidential	7%	4%	6%
Do not know	20%	21%	17%
Total	100%	100%	100%

Marital Status

Tables 45 and 46 reflect the marital status of both male and female students from the Metropolitan and Western Campuses. Students were offered four choices pertaining to status: married, single, divorced or widowed, and considered confidential information. For both campuses, in percentages, twice as many female students as male students were married. Ninety-four percent of all students on the Western Campus were single compared to 92 percent in this category on the Metropolitan Campus. Moreover, it appears that more women than men are divorced or widowed.

TABLE 45

MARITAL STATUS - METROPOLITAN CAMPUS

Status	Men Percent	Women Percent	Total Percent
Married	4%	8%	5%
Single	94%	87%	92%
Divorced or Widowed	1%	1%	2%
Considered Confidential	1%	1%	1%
Total	100%	100%	100%

TABLE 46

MARITAL STATUS - WESTERN CAMPUS

Status	Men Percent	Women Percent	Total Percent
Married	3%	8%	5%
Single	97%	89%	94%
Divorced or Widowed	--	1%	1%
Considered Confidential	--	1%	--
Total	100%	100%	100%

Student Age

Table 47 indicates by category the chronological ages of students. The largest percentage of students at Cuyahoga Community College (41 percent) were between the ages of 18 and 20. Twelve percent of all Cuyahoga Community College students were 18 years old. Sixteen percent were 19 years old, while 13 percent were 20 years old. It is interesting to note that 17 percent of the total number of Cuyahoga Community College students were 31 years of age or older.

TABLE 47

STUDENT AGE BY CAMPUS

Age Range	Metropolitan		Western		District	
	Number	Percent	Number	Percent	Number	Percent
17	91	1%	71	1%	162	1%
18	1099	11%	768	15%	1867	12%
19	1571	16%	846	16%	2417	16%
20	1311	13%	614	12%	1925	13%
21 - 25	2544	25%	1187	23%	3731	24%
26 - 30	1155	11%	511	10%	1666	11%
31 - 40	980	10%	481	10%	1461	10%
41 - 50	535	5%	258	5%	793	5%
51 and over	180	2%	67	1%	247	2%
No data	637	6%	357	7%	994	6%
Total	10103	100%	5160	100%	15263	100%

Type of High School

This section examines the kinds of high schools that Cuyahoga Community College students had attended. Table 48 identifies the type of high school as either public, private nondenominational, or private church-related. A slightly larger percentage of students at the Western Campus (84 percent) compared to Metropolitan Campus students (78 percent) had attended public high schools. The percentage of students at Cuyahoga Community College who had attended a public high school is slightly less than the national figure of 87 percent. The percentage of Metropolitan students (19 percent) who had attended a private church-related high school is slightly higher than the percentage of students at the Western Campus (14 percent) who also had attended a private church-related high school.

TABLE 48

TYPE OF HIGH SCHOOL ATTENDED

Type High School	Metropolitan Percent	National Percent	Western Percent
Public	78%	87%	84%
Private - nondenominational	3%	2%	2%
Private - church-related	19%	11%	14%
Total	100%	100%	100%

Table 49 notes the type of high school curriculum undertaken by a sample of Cuyahoga Community College students. Curricula are designated as: commercial or business, technical, academic (college prep), general, and curriculum not designated. In percentages, almost three times as many students from Cuyahoga Community College (Western Campus 11 percent and Metropolitan Campus 11 percent) as college students nationally (four percent) undertook commercial or business curricula in high school; also, a higher percentage of Cuyahoga Community College students chose a technical curriculum in high school. On the other hand, a slightly larger percentage of college students nationally (32 percent) compared to Cuyahoga Community College students (Western 24 percent and Metropolitan 27 percent) chose a general curriculum in high school. The percentage of Cuyahoga Community College students in a college preparatory program in high school (56 percent Western and 49 percent Metropolitan) is approximately the same as that for college students nationally (50 percent).

TABLE 49

TYPE OF HIGH SCHOOL CURRICULUM

Curriculum	Metropolitan Percent	National Percent	Western Percent
Commercial or Business	11%	4%	11%
Technical	8%	2%	6%
Academic (College Prep)	49%	50%	56%
General	27%	32%	24%
High School does not designate	5%	12%	3%
Total	100%	100%	100%

Table 50 reflects the sizes of high school graduating classes for Cuyahoga Community College students. Size brackets are categorized as follows: fewer than 25, 25 to 99 graduating students, 100 to 399 graduates, and 400 or more graduates. A significantly larger proportion of college students nationally (24 percent) compared to Cuyahoga Community College students (seven percent Western and 11 percent Metropolitan) graduated in a class of less than 100. Conversely, a larger percentage of Cuyahoga Community College students (Western 93 percent and Metropolitan 89 percent) compared to college students nationally (76 percent) were in a graduating class of more than 100.

TABLE 50

SIZE OF HIGH SCHOOL GRADUATING CLASS

Size	Metropolitan Percent	National Percent	Western Percent
Fewer than 25	1%	3%	1%
25 - 99	10%	21%	6%
100 - 399	52%	45%	47%
400 or more	37%	31%	46%
Total	100%	100%	100%

CONCLUSION

This study has presented a factual description of the 1969-70 student body of Cuyahoga Community College. It is hoped that the presentation of the data and accompanying narrative has aided the reader in forming a more accurate picture of the growing Cuyahoga Community College student body.

The study began with a summary of the findings. Chapter II presented basic enrollment data, while Chapter III examined the academic potential of Cuyahoga Community College students from data provided by the American College Testing Program. Chapter IV showed that the typical Cuyahoga Community College student is very similar to other college students nationally in terms of his goals and aspirations. Chapter VI focused on student personnel needs. Nonacademic information was presented in Chapter VI. The majority of the students responding indicated they had achieved success in some form of leadership while in high school. Also the largest percentage of students indicated that they had chosen Cuyahoga Community College because of its good faculty and its special curriculum. The last chapter contains demographic information. The largest percentage of students at Cuyahoga Community College are between 18 and 20 years old. Forty percent of the parents of Cuyahoga Community College students responding earn less than $10,000 per year. And students at the Western

Campus are generally from suburbs while Metropolitan students reside in the Metropolitan area of Cleveland.

The Office of Institutional Research and Studies welcomes any questions or suggestions from members of the academic community.

The following studies in this series have been published during the 1969-70 academic year and are available upon request from the Office of Institutional Research and Studies.

The Students - 1968

Part-Time Students - 1968

The Graduates - 1969

Survey of Student Attitudes - 1969

Transfer Students - 1968

Biology Students: A Study of Transfers

Follow-Up of Career Graduates - 1970

A Study of Student Attrition: Part I - 1970

Transfer Study Private Colleges - 1970

Comments concerning these studies or suggestions for additional studies are welcome at any time.

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